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ABSTRACT

The San Diego Community College District (SDCCD), California, conducted a student satisfaction survey at three colleges during fall 2002. The survey instrument includes the following three parts: (1) Service Areas: students were asked to rate the levels of importance and satisfaction for 22 services; (2) Survey Themes: seventy-six statements were clustered into 14 survey themes; students were asked to rate their agreement with the items; (3) Situational and Background Questions: even questions regarding the number of hours students spent on campus or studying, parents' educational level, and number of semesters they were enrolled. Survey responses were collected from 9,014 students districtwide, with 80% of classes selected for study responding. Perceived levels of satisfaction were compared to perceived levels of importance for the 22 service areas in order to assess the relative gap in perceptions for the two measures. Parking services at all colleges was the area with the largest negative gaps between levels of importance and satisfaction. Other areas with large negative gaps were campus bookstore, counseling, cafeteria, and financial aid services. Areas with high importance and high satisfaction ratings included curriculum/instruction, admissions and registration, and the Learning Resources Center. Contains more than 50 tables, presenting statistics for individual colleges and district. Research instrument appended. (NB)

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ED 478 372

Student Satisfaction Survey 2001

San Diego Community College District

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2001 Student Satisfaction Survey

EXECUTIVE SUMMARY

The mission of higher education is not only to impart knowledge but also to enhance the student's total development. One of the ways higher education institutions accomplish this mission is by continuously collecting information on student satisfaction, a key quality enhancement tool designed to improve the quality of the student experience. Measuring student satisfaction is also important for maintaining and increasing enrollment, managing retention problems, and making better-informed decisions. Additionally, student satisfaction data have high utility as a baseline measure for different types of assessment of student learning outcomes, necessary for internal purposes as well as responding to external demands for accountability.

As part of the ongoing effort to provide and maintain high quality educational programs and services for students, the San Diego Community College District (SDCCD) conducted a student satisfaction survey during fall 2002. Survey results will also inform upcoming matriculation and accreditation site visits scheduled in 2003 and 2004.

Methodology

Development of the survey instrument was based on matriculation components and previous surveys. A pilot-test was conducted and factor analysis was performed. Validity and reliability of the instrument were also established. The final survey instrument included 127 questions. Students were surveyed using a random sample of fall 2001 classes. Surveys were administered to students during class time by faculty. A total of 9,014 responses were obtained districtwide. Data were analyzed in the following ways: demographic comparisons between the survey respondents and the general student population, gap analyses between the levels of perceived importance and students' satisfaction, analyses of survey themes, analyses of situational and background questions, satisfaction by key demographic variables, correlational analyses, t-tests, and one-way ANOVA.

Districtwide Summary

Demographic distributions of the respondents were very similar with the corresponding distributions of the district student population; therefore, respondents were representative of the general student population at all colleges. Gap analyses showed that parking services, campus book store, counseling, and cafeteria received high importance but low satisfaction ratings, suggesting a need for improvement. In contrast, admissions process, course registration process, curriculum/instruction, and Leaning Resource Centers received high importance and high satisfaction ratings. In terms of satisfaction with survey themes, *admissions and course registration* theme received the highest satisfaction ratings, followed by *support services, curriculum and instruction*, and

academic development themes. Questions addressing the *follow-up of student academic status* theme received the lowest satisfaction ratings.

Correlational analyses, t-tests, and one-way ANOVA tests were performed. Results showed that students with high satisfaction with the *campus climate* theme were also satisfied with *curriculum and instruction, physical facilities, academic development, and personal development* themes. In comparison with other ethnic groups, African Americans and Hispanics generally expressed higher satisfaction, while whites reported lower satisfaction with their college experience. Older students reported higher satisfaction than younger students. Students also commented about inadequate parking, cost of books and food, inadequate library hours, and poor quality of counseling services.

City College Summary

Gap analyses showed that parking services, campus bookstore, cafeteria/snack bar, library facilities and service, academic counseling received high importance but low satisfaction ratings, suggesting a need for improvement. In contrast, course registration process, admissions process, curriculum/instruction, and DSPS were ranked at the top of the high important/high satisfaction list. In terms of satisfaction with survey themes, *Admissions and course registration* theme received the highest satisfaction ratings, followed by *curriculum and instruction*, and *academic development* themes. Questions addressing the *follow-up of student academic status* theme received the lowest satisfaction ratings.

Satisfaction ratings were broken down by gender, ethnicity, age, day/evening status, new/returning status, and part-time/full-time status. Results indicated that African Americans expressed lower satisfaction with Financial Aid Services and cafeteria/snack bar. Library facilities and services, cafeteria/snack bar, and academic counseling received lower satisfaction ratings from Hispanics. Older students indicated higher satisfaction than younger students. In general, evening students expressed higher satisfaction than day and day/evening students. New students were more satisfied than continuing students, and part-time students reported higher satisfaction than full-time students. Students also commented about inadequate parking, bad lighting at night, cost of books and food, more flexible course scheduling, and inadequate book selection in the library.

Mesa College Summary

Gap analyses showed that parking services, campus bookstore, academic counseling, cafeteria/snack bar, and Financial Aid Services were viewed as high importance but received low satisfaction ratings, suggesting a need for improvement. In contrast, library facilities and services, Learning Resource Center, admissions process, and course registration process were ranked at the top of the high important/high satisfaction list. *Admissions and course registration* survey theme received the highest satisfaction ratings, followed by *support services, curriculum and instruction*, and *physical facilities*

themes. Questions addressing the *follow-up of student academic status* theme received the lowest satisfaction ratings.

Satisfaction ratings were broken down by major demographic variables and results showed that Asians were less satisfied with parking services than other ethnic groups. African Americans reported lower satisfaction with DSPS, and Hispanics indicated high satisfaction with Student Government. Students over 50 indicated higher satisfaction than younger students. In general, evening students expressed slightly higher satisfaction than day and day/evening students. New students were more satisfied with cafeteria/snack bar than continuing students. Students also commented about inadequate parking, lengthy ClassTalk telephone registration, cost of books and food, and need for more flexible course scheduling.

Miramar College Summary

Gap analyses showed that parking services, campus bookstore, academic counseling, cafeteria/snack bar, and library facilities and service received high importance but low satisfaction ratings, suggesting a need for improvement. In contrast, admissions process, course registration process, computer labs, curriculum/instruction, and DSPS were ranked at the top of the high important/high satisfaction list. At Miramar College, *admissions and course registration* survey theme received the highest satisfaction ratings, followed by *support services, academic development,* and *curriculum and instruction* themes. Questions addressing the *follow-up of student academic status* theme received the lowest satisfaction ratings.

Analyses of satisfaction ratings by demographics showed that female students reported lower satisfaction than males. Hispanics reported lower satisfaction with campus bookstore and academic counseling than other ethnic groups. In comparison with other groups, African American indicated lower satisfaction with curriculum/instruction, Financial Aid Services, and cafeteria/snack bar. Students between ages 31-50 indicated higher satisfaction than other groups. In general, evening students expressed higher satisfaction than day and day/evening students. New students were more satisfied than continuing students and part-time students reported slightly higher satisfaction than full-time students. Students also commented about inadequate parking, cost of books and food, inadequate ClassTalk hours, and need for more flexible course scheduling.

CHAPTER ONE: METHODOLOGY

Introduction

As part of the ongoing effort to provide and maintain high quality educational programs for students, a survey was conducted at the three colleges of the San Diego Community College District (SDCCD) during fall 2002 to assess students' perceptions of the quality of their educational experiences. This effort will also inform the upcoming matriculation site-visit in 2003 and the accreditation site-visit in 2004.

Survey Instrument

Development of the survey instrument was based on the matriculation components, the district's 1996 Student Accreditation Survey, and other surveys used in the district. The draft survey contained 149 items that were reviewed and approved by Student Service Council (SSC). A field test was conducted by administering the draft survey to a small group of students who examined it for wording, clarity, ease of use, and appropriateness.

Next, an on-campus pilot test was conducted in spring 2001. Tables were set up in front of the cafeteria inviting students to participate in the survey. Small incentives were given to students who completed the survey. A total of 558 completed surveys were obtained (City: 220; Mesa: 231; Miramar: 107). A factor analysis was performed and 14 factors were generated (see Table 1). Some items were re-grouped to different factors. Twenty-two items which did not cluster with any of the factors were taken out. The final instrument contained 135 questions. The reliability of the final survey was established by calculating a Cronbach's Alpha for each factor in order to measure the internal consistency of the instrument (see Table 1). Results suggested that the instrument met reliability standards.

Table 1: Factor Analysis and Reliability Results

Factors	Number of Items	Number of Respondents	Factor Loadings	Cronbach's Alpha
Services-Level of Importance	22	558	N/A	0.96
Services-Level of Satisfaction	22	558	N/A	0.91
Admissions and Course Registration	5	558	.41 - .71	0.68
Orientation	4	558	.49 - .76	0.92
Assessment	4	558	.41 - .76	0.90
Counseling/Advising	7	558	.64 - .83	0.94
Follow-up of Student Academic Status	4	558	.37 - .65	0.80
Course Availability	3	558	.66 - .69	0.72
Curriculum and Instruction	11	558	.49 - .71	0.90
Course Scheduling	3	558	.63 - .72	0.63
Physical Facilities	9	558	.37 - .68	0.85
Campus Climate	8	558	.33 - .70	0.86
Financial Aid and Fees	3	558	.52 - .75	0.72
Support Services	5	558	.31 - .81	0.81
Academic Development	4	558	.49 - .78	0.83
Personal Development	6	558	.42 - .71	0.82
Demographics	7	558	N/A	N/A
Total	127	558		0.96

The final survey instrument includes the following three parts (see Attachment A):

Part I-Service Areas: Twenty-two services were listed and students were asked to rate the levels of importance and satisfaction with these services.

Part II-Survey Themes: Seventy-six statements were clustered into 14 survey themes and students were asked to rate their agreement with these items.

Part III-Situational and Background Questions: Seven questions were included in this part. Students were asked to report hours they spent on campus or study outside the classroom, parents' educational level, and number of semesters they were enrolled at the district at the time of data collection.

Sampling

Students were surveyed using a random sample of fall 2001 classes. To avoid possible low response rates, courses were over sampled. The final sample contained 750 (or 16%) courses randomly selected from the 4,552 courses offered in fall 2001.

Data Collection

For the selected classes in the sample, faculty was first contacted in May 2001 about the upcoming survey so they could incorporate the survey time into their course syllabi. Survey packages were sent to faculty before the planned survey dates. Four weeks were allotted in order to give faculty sufficient time to administer the surveys in class and return them to the Office of Institutional Research and Planning. The survey was administered by faculty during class time from September 24 to October 31 in fall 2001. Follow-up letters were sent to those who did not return their survey packages.

Survey responses were collected from 80% of classes selected for the study. Students were instructed to complete the survey only once. A total of 9,014 responses were obtained districtwide (see Table 3).

Table 3: Survey Response Rate

	City	Mesa	Miramar	District
Number of Classes Selected	238	405	107	750
Number of Classes Used	209	368	104	681
Number of Classes Returned Survey	169	298	76	543
Class Response Rate	80.9%	81.0%	73.1%	79.7%
Number of Responses	2,587	5,203	1,234	9,024

Data Analysis

Survey data were entered into a database and analyzed using the Statistical Package for Social Sciences (SPSS). The results were analyzed using descriptive statistics, correlational analyses, t-tests, and one-way ANOVA. The following analyses and comparisons were used to report the results:

Demographic Comparisons

The purpose of this analysis was to assess the degree to which the survey respondents represent the general student population in terms of variables such as gender and ethnicity. Since the survey instrument did not include key demographic variables, survey respondents with valid ID numbers (approximately 69% of all respondents) were matched to the master student database in order to obtain their demographic information. Once the data were matched, demographic distributions of the survey respondents were compared to similar distributions for the general student population.

Gap Analyses of Service Areas

A discrepancy indicator (gap) was computed by subtracting the level of importance from the level of satisfaction with the 22 services. Thus, zero gap reflected no perceptual discrepancy between perceived levels of satisfaction and importance, while gaps greater than zero (negative or positive directions) indicated a discrepancy between perceived levels of satisfaction and

importance. Large negative gaps reflect service areas that were rated low in satisfaction, but high in importance. In addition, crosstabulation between perceived levels of satisfaction and importance were computed in order to identify high importance/high satisfaction areas and high importance/low satisfaction areas (see Table 4). High importance/high satisfaction areas indicate the college's strength or high performance areas, while high importance/low satisfaction services pinpoint areas that need improvement. Low importance/high satisfaction and low importance/low satisfaction areas suggest low priority areas; therefore, these two categories will not be discussed in the results section.

- High importance/high satisfaction areas - high performance areas
- High importance/low satisfaction areas - areas that need improvement
- Low importance/high satisfaction - low priority areas
- Low importance/low satisfaction - low priority areas

Table 4: Importance and Satisfaction Matrix

Importance		Satisfaction: Very Satisfied + Satisfied	Satisfaction: Very Dissatisfied + Dissatisfied
	Very Important + Important	High Importance/High Satisfaction Areas **(high performance areas)**	High Importance/Low Satisfaction Areas **(areas need improvement)**
	Very Unimportant + Unimportant	Low Importance/High Satisfaction Areas **(low priority areas)**	Low Importance/Low Satisfaction Areas **(low priority areas)**

Analyses of Survey Themes

An average percent of satisfied responses ("strongly agree" and "agree") was calculated for each of the 14 survey themes. These average percentages reflected the degree of student satisfaction with the following themes: *admissions and course registration, orientation, assessment, counseling/advising, follow-up of student academic status, course availability, curriculum and instruction, course scheduling, physical facilities, campus climate, financial aid and fees, support services, academic development*, and *personal development*.

Situational and Background Questions

Responses to the situational and background questions were summarized by calculating the frequencies and percentages.

Satisfaction by Demographics (colleges only)

Distribution of satisfaction responses was broken down by gender, ethnicity, age, day/evening status, new/continuing status, and part-time/full-time status (for students who provided valid ID numbers only).

Correlational Analyses (district only)

To reduce the number of variables, a composite was calculated to represent overall importance of the 22 services, overall satisfaction with the 22 services, and overall satisfaction with each of the 14 survey themes. Then correlational analyses were performed between pairs of variables.

Statistical Testing (district only)

T-tests were used to test the differences between two groups (gender, new/continuing status, and part-time/full-time status) in terms of the perceived level of importance and the level of satisfaction. In addition, one-way ANOVA was used to test the differences among groups (ethnicity, age, and day/evening status).

Glossary

The following definition of terms were used in this report:

Student satisfaction rate – percent of students who selected "very satisfied" (or "strongly agree") and "satisfied" (or "agree") on survey questions. ***Note: "not applicable" was taken out of the analyses.***

High importance/high satisfaction area - percent of students who rated the service as important ("very important" or "important") and were satisfied ("very satisfied" or "satisfied") with the service.

High importance/low satisfaction area – percent of students who rated the service as important ("very important" or "important") but dissatisfied ("very dissatisfied" or "dissatisfied") with the service.

New student – includes those who selected "first-time new student" and "first-time transfer student" on their application form. ***Note: "concurrently enrolled high school students" were taken out of the analyses because of the small number of students in this category.***

Continuing student – includes those who selected "returning transfer student", "returning student", and "continuing student" on their application form.

Full-time student – units enrolled were equal to or greater than 12 units.

Part-time student – units enrolled were less than 12 units.

Gap – a discrepancy indicator computed by subtracting the level of importance from the level of satisfaction with the 22 services.

I

District

Summary

CHAPTER TWO: DISTRICT

Demographic Comparisons

Districtwide, a total of 6,206 students (69% of all respondents) provided valid ID numbers. Demographics of these students were compared with the district's general student population. Gender, age, ethnicity, educational objective, enrollment status, number of hours employed, first-generation, day/evening status, and part-time/full-time status were included in the analyses (see pages 19-20). Following are the highlights of the results:

Generally, demographic distributions of the respondents mirrored the corresponding distributions of the district student population. Exceptions were:

- Respondents included more students between ages of 18-20 and fewer students between ages of 31-40.
- A slightly higher percent of respondents selected "obtain BA after AA" as their educational objective than the general student population.
- First-time transfer students were slightly under-represented and continuing students were over-represented among the survey respondents.
- Respondents included a slightly higher percent of students working 20-29 hours per week, and a lower percent of students working full-time.
- Respondents included a higher percent of students attending school both day and evening.
- Respondents had a higher representation of full-time students.

Gap Analyses of Service Areas

Perceived levels of satisfaction (very satisfied and satisfied) were compared to perceived levels of importance (very important and important) for the 22 service areas in order to assess the relative gap in perceptions for the two measures. Negative gaps reflect service areas that were rated low in satisfaction but high in importance. In contrast, positive values indicated services that received higher satisfaction, but lower importance ratings. As can been seen in Table 1, parking services was an area which showed the largest negative gap between the levels of importance and satisfaction. This was especially apparent for both City and Mesa. Campus bookstore, academic counseling, cafeteria/snack bar, and Financial Aid Services also had large negative gaps, suggesting that students were dissatisfied with these areas they perceived to be important. In comparison, Student Government and Affirmative Action Office had large positive values. Thus, although students were satisfied with these services, they perceived them to be less important. Accounting/Cashier Office, Tutoring Center, and Learning Resource Center had very small gaps between the perceived levels of satisfaction and importance which suggests these areas require no additional attention.

Table 1: Gaps between Level of Satisfaction and Level of Importance-Rank Ordered

Services	City	Mesa	Miramar	District
Parking Services	-53.5%	-69.5%	-25.0%	-58.5%
Campus Bookstore	-22.7%	-22.7%	-29.9%	-23.7%
Academic Counseling	-17.0%	-21.1%	-15.4%	-19.0%
Cafeteria/Snack Bar	-17.4%	-18.2%	-11.8%	-17.0%
Financial Aid Service	-13.8%	-10.2%	-4.5%	-10.6%
Transfer Center	-9.1%	-9.3%	-6.6%	-8.8%
Library Facilities and Services	-16.5%	-2.4%	-9.2%	-7.5%
Curriculum/Instruction	-6.0%	-8.0%	-4.6%	-6.9%
Course Registration Process	-4.5%	-8.2%	-3.3%	-6.5%
Computer Labs	-7.4%	-3.1%	0.4%	-3.9%
Admissions Process	-2.1%	-2.8%	-1.7%	-2.5%
Accounting/Cashier Office	2.9%	-5.0%	1.1%	-1.8%
Tutoring Center	0.1%	-2.9%	3.1%	-1.1%
Learning Resource Center	-1.5%	1.8%	2.4%	1.1%
EOPS	0.4%	3.2%	3.8%	2.5%
Assessment/Testing Center	4.5%	5.9%	4.6%	5.3%
New Student Orientation	2.2%	7.5%	3.4%	5.4%
DSPS	6.8%	5.5%	8.6%	6.3%
Student Affairs/Activities Office	12.2%	15.2%	14.5%	14.1%
Health Services	9.8%	16.3%	17.2%	14.4%
Student Government	18.3%	21.1%	24.9%	20.9%
Affirmative Action Office	16.2%	24.7%	20.6%	21.6%
AVERAGE	-4.5%	-3.7%	-0.3%	-3.5%

Note: Gap indicates discrepancy between the percent of satisfaction (very satisfied and satisfied) and the percent of importance (very important and important)

Table 2 shows the services that received both high importance and high satisfaction as well as those areas that received high importance but low satisfaction. High importance/high satisfaction areas indicate the college's strength or high performance areas, however, high importance/low satisfaction services pinpoint areas that need improvements. The top high importance/high satisfaction areas included: admissions process, course registration, curriculum/instruction, and Learning Resource Center. In contrast, parking services, cafeteria/snack bar, campus bookstore, and academic counseling were on top of the high important/low satisfaction list, indicating a need for improvement.

Table 2: Importance and Satisfaction Crosstab – Rank Ordered

Services	High Importance/High Satisfaction Areas	Services	High Importance/Low Satisfaction Areas
Admissions Process	89.6%	Parking Services	63.6%
Course Registration Process	88.8%	Cafeteria/Snack Bar	31.8%
Curriculum/Instruction	87.5%	Campus Bookstore	30.0%
Learning Resource Center	86.9%	Academic Counseling	23.8%
Computer Labs	85.8%	Financial Aid Service	20.3%
Library Facilities and Services	85.1%	Transfer Center	16.2%
DSPS	84.1%	New Student Orientation	14.4%
Tutoring Center	81.4%	Accounting/Cashier Office	13.3%
EOPS	80.5%	Library Facilities and Services	11.5%
Transfer Center	78.5%	Tutoring Center	11.2%
Assessment/Testing Center	77.1%	EOPS	11.0%
Health Services	76.6%	Assessment/Testing Center	10.4%
Accounting/Cashier Office	75.9%	Computer Labs	10.0%
Financial Aid Service	74.4%	Curriculum/Instruction	9.7%
Student Affairs/Activities Office	73.7%	Student Government	9.0%
Affirmative Action Office	73.1%	Course Registration Process	8.8%
Academic Counseling	72.5%	Student Affairs/Activities Office	8.8%
New Student Orientation	69.7%	Health Services	8.6%
Student Government	64.0%	Affirmative Action Office	7.4%
Campus Bookstore	61.7%	Learning Resource Center	7.2%
Cafeteria/Snack Bar	51.0%	Admissions Process	6.4%
Parking Services	30.4%	DSPS	6.3%

Note: High Importance/High Satisfaction Areas: percent selected important (very important or important) and satisfied (very satisfied or satisfied) with the service
High Importance/Low Satisfaction Areas: percent selected important (very important or important) but dissatisfied (very dissatisfied or dissatisfied) with the service

Analyses of Survey Themes

Satisfaction ratings ("strongly agree" and "agree") were summarized by each survey theme in Table 3 (also see pages 21-28). Districtwide, questions related to *admissions and course registration* theme received the highest satisfaction ratings, followed by *support services, curriculum and instruction*, and *academic development* themes. Questions addressing the *follow-up of student academic status* theme received the lowest satisfaction ratings at all colleges.

Survey results also suggested the need to provide more information technology classes, more flexible class schedule, and more short-term classes.

Table 3: Satisfaction by Survey Themes –Rank Ordered

THEMES	City	Mesa	Miramar	District
Admissions and Course Registration	91.6%	89.9%	91.2%	90.6%
Support Services	89.1%	88.1%	91.1%	88.9%
Curriculum and Instruction	90.7%	87.2%	89.8%	88.6%
Academic Development	91.2%	86.0%	90.6%	88.2%
Course Scheduling	88.0%	85.7%	89.4%	86.9%
Campus Climate	87.9%	84.8%	88.3%	86.2%
Physical Facilities	80.9%	87.3%	83.4%	84.9%
Financial Aid and Fees	83.7%	82.0%	84.4%	82.8%
Personal Development	86.1%	78.1%	82.7%	81.1%
Course Availability	78.7%	76.9%	75.5%	77.2%
Counseling/Advising	75.4%	74.8%	78.5%	75.5%
Orientation	78.2%	72.4%	74.6%	74.6%
Assessment	76.3%	71.3%	75.7%	73.5%
Follow-up of Student Academic Status	60.5%	56.6%	61.5%	58.4%
TOTAL	82.7%	80.1%	82.6%	81.2%

Situational and Background Questions

In the survey, students were asked to report hours they normally spent on campus per week, hours they spent on studying per week, their parents' educational level, and number of semesters they were enrolled in the college (see pages 28-29). Following are the highlights of the results:

- Districtwide, nearly 72% of the respondents spent less than 6 hours per week on campus.
- About 40% of the respondents indicated that they spent 1-5 hours per week on studying or doing homework. Another 31% spent 6-10 hours per week on studying.
- About 49% of the respondents reported their parents had "college degree" or "some college". About 17% of the respondents' parents received graduate degrees.
- On average, the length of enrollment for students at the district was nearly four semesters at the time of data collection.

Correlational Analysis

Correlational analyses between variables were performed. A composite was calculated for students' perceived levels of importance and satisfaction with the 22 services as well as each survey theme to identify relationships between different variables. Only statistically significant associations r = .50 or above were reported. Results are highlighted below:

- No significant relationship was found between the overall levels of importance and satisfaction with the 22 services.
- Students with high satisfaction with the *counseling/advising* theme were also more satisfied with the *follow-up of student academic status* theme.
- Satisfaction with the *curriculum and instruction* theme was positively correlated with satisfaction with the *academic development* theme. This means students who were satisfied with the *curriculum and instruction* theme were also satisfied with *academic development* theme.
- Students with high satisfaction with the *campus climate* theme were also satisfied with *curriculum and instruction, physical facilities, academic development*, and *personal development* themes.
- Students with high satisfaction with the *academic development* theme were also satisfied with the *personal development* theme.

Statistical Testing

T-tests and one-way ANOVA tests were used to test statistical differences between and among the groups in terms of their perception and satisfaction. Variables included: gender, ethnicity, age, day/evening status, new/continuing status, and part-time/full-time. Only statistical significant differences are reported. Results are highlighted below:

- Females perceived the 22 services as more important than males. In addition, females were also more satisfied with these 22 services and the following survey themes: *admissions and course registration, curriculum and instruction,* and *physical facilities.* However, females indicated lower satisfaction with the *follow-up of student academic status* theme.
- African Americans, Hispanics, and Filipinos perceived the 22 services as more important than Asians. Compared with other ethnic groups, whites viewed these services as less important. In terms of satisfaction, African Americans and Hispanics generally expressed higher satisfaction and whites reported lower satisfaction. Asians were less satisfied with *curriculum and instruction* theme than whites and Hispanics.
- In general, older students indicated higher satisfaction than younger students. In comparison with younger students, students over age 50 were more satisfied with the 22 services and the following survey themes: *follow-up of student academic status, course availability, campus climate, financial aid and fee,* and *support services*. Students over 41 were more satisfied with the *assessment* theme than those between ages 18-25. *Counseling/advising* received higher satisfaction ratings from students over 41 than the 21-25 age group. Students between ages 18-20 and over 50 were more satisfied with the *physical facilities* theme than the 26-30 age group. Students between ages 18-25 reported lower satisfaction with the *academic development* theme than those over 31.

- When compared with continuing students, new students reported higher satisfaction with the 22 services and the *follow-up of student academic status*, *course availability*, and *physical facilities* themes but lower satisfaction with *orientation* and *personal development* themes.
- Students attending school daytime only, as well as those attending both day and evening, perceived the 22 student services as more important than those attending school evening only. Daytime students expressed lower satisfied with the *curriculum and instruction* theme but higher satisfaction with *physical facilities*, and *support services* themes than evening students.
- Part-time students perceived the 22 services as less important than full-time students. In comparison with full-time students, part-time students were more satisfied with *assessment* and *curriculum and instruction* themes but less satisfied with the course availability theme.

Student Comments

A content analysis was performed to identify themes from students' comments. The themes were summarized in Table 4.

Table 4: Identified Themes from Student Comments

College	Identified Themes
City	• Inadequate parking • Bad lighting at night • Increase shuttle service • Offer more flexible class schedules (including daytime, evenings and weekends) • Books cost too much/not enough books for classes • Food prices are too high in cafeteria/increase the selection of food in cafeteria • Library is too small/more resource books needed/extend library hours • More computers are needed • Improve quality of counseling services • Transfer Services staff need to be more knowledgeable and provide more accurate information
Mesa	• Inadequate parking/need parking structure/too many parking tickets were issued • ClassTalk was too lengthy/extend ClassTalk hours • Books are extremely expensive/not adequately stocked in the bookstore • Cafeteria is too expensive/need to improve selection • Offer more flexible class schedules (shorter class sessions and more class selection) • Extend library hours (open later and on weekends) • Improve quality of counseling services • Improve financial aid process • Classroom chairs are too small and uncomfortable • More tutors are needed at Tutoring Center
Miramar	• Inadequate parking facilities/permits cost too much • Books are too expensive/stock bookstore better • Improve food in cafeteria/reduce food prices • Extend ClassTalk hours • Offer more flexible class schedules (more classes at varied times and weekends/more advanced classes) • Improve quality of counseling services • More tutors at Tutoring Center • Longer hours for Financial Aid Office • Improve physical environment of classrooms

Chapter Summary

In general, demographic distributions of the respondents mirrored the corresponding distributions of the district student population. Gap analyses showed that parking services at all colleges was an area with the largest negative gaps between the levels of importance and satisfaction, suggesting a need for improvement. In addition, campus bookstore, counseling, cafeteria, and Financial Aid Services were also rated high in importance but low in satisfaction. In contrast, admissions process, course registration process, curriculum/instruction, and Leaning Resource Centers received high importance and high satisfaction ratings. In terms of satisfaction with the survey themes, *admissions and course registration* theme received the highest satisfaction ratings, followed by *support services, curriculum and instruction*, and *academic development* themes. Questions addressing the *follow-up of student academic status* theme received the lowest satisfaction ratings.

Correlational analyses, t-tests, and one-way ANOVA tests were performed. Results showed that students with high satisfaction with the *campus climate* survey theme were also satisfied with *curriculum and instruction, physical facilities, academic development*, and *personal development* themes. In comparison with other ethnic groups, African Americans and Hispanics generally expressed higher satisfaction, while whites reported lower satisfaction with their college experience. Older students reported higher satisfaction than younger students.

A content analysis was conducted to summarize themes among student comments. Students commented about inadequate parking, cost of books and food, inadequate library hours, and poor quality of counseling services.

II

District

Tables

Demographics of Survey Respondents - Districtwide

	Survey Respondents		SDCCD Student Population	
Gender	**#**	**%**	**#**	**%**
Female	3,346	53.9%	24,041	51.1%
Male	2,838	45.7%	22,911	48.7%
Unknown	22	0.4%	102	0.2%
Total	**6,206**	**100.0%**	**47,054**	**100.0%**

	Survey Respondents		SDCCD Student Population	
Age	**#**	**%**	**#**	**%**
Under 18	177	2.9%	2,212	4.7%
18-20	2,076	33.5%	11,925	25.3%
21-25	1,733	27.9%	12,033	25.6%
26-30	835	13.5%	6,885	14.6%
31-40	736	11.9%	7,827	16.6%
41-50	458	7.4%	4,256	9.0%
Over 50	191	3.1%	1,916	4.1%
Total	**6,206**	**100.0%**	**47,054**	**100.0%**

	Survey Respondents		SDCCD Student Population	
Ethnicity	**#**	**%**	**#**	**%**
American Indian	53	0.9%	545	1.2%
Asian	801	12.9%	5,112	10.9%
African American	494	8.0%	4,116	8.7%
White	2,652	42.7%	20,679	43.9%
Hispanic	1,111	17.9%	8,058	17.1%
Filipino	430	6.9%	2,935	6.2%
Pac Islander	314	5.1%	2,207	4.7%
Other	317	5.1%	2,948	6.3%
Unknown	34	0.5%	454	1.0%
Total	**6,206**	**100.0%**	**47,054**	**100.0%**

	Survey Respondents		SDCCD Student Population	
Educational Objective	**#**	**%**	**#**	**%**
Obtain BA After AA	2,469	39.8%	15,900	33.8%
Obtain BA Without AA	829	13.4%	5,909	12.6%
Obtain AA Without Transfer	276	4.4%	1,959	4.2%
Obtain 2Yr Voc Degree W/O Transfer	70	1.1%	386	0.8%
Earn Voc Cert Without Transfer	84	1.4%	739	1.6%
Discover Career Interests	278	4.5%	1,865	4.0%
Prepare for New Career	353	5.7%	3,343	7.1%
Advance in Current Job/Career	196	3.2%	3,240	6.9%
Maintain Certificate/License	75	1.2%	681	1.4%
Educational Development	184	3.0%	1,910	4.1%
Improve Basic Skills	97	1.6%	547	1.2%
Complete Credits for HS Dip/GED	29	0.5%	251	0.5%
Undecided	1,162	18.7%	9,228	19.6%
Unknown	104	1.7%	1,096	2.3%
Total	**6,206**	**100.0%**	**47,054**	**100.0%**

Note: survey respondents only include those who provided valid ID numbers.

	Survey Respondents		SDCCD Student Population	
Enrollment Status	**#**	**%**	**#**	**%**
Current High School Student	18	0.3%	1,316	2.8%
First-Time Student	782	12.6%	4,582	9.7%
First-Time Transfer Student	657	10.6%	7,330	15.6%
Returning Transfer Student	139	2.2%	2,146	4.6%
Returning Student	290	4.7%	3,661	7.8%
Continuing Student	4,297	69.2%	27,766	59.0%
Unknown	23	0.4%	253	0.5%
Total	**6,206**	**100.0%**	**47,054**	**100.0%**

	Survey Respondents		SDCCD Student Population	
Employment Hours	**#**	**%**	**#**	**%**
Not Working	1,542	24.8%	10,649	22.6%
Working 1-9 Hrs/Week	237	3.8%	1,736	3.7%
Working 10-19 Hrs/Week	785	12.6%	5,065	10.8%
Working 20-29 Hrs/Week	1,498	24.1%	9,004	19.1%
Working 30-39 Hrs/Week	839	13.5%	5,746	12.2%
Working 40 or More Hrs/Week	1,243	20.0%	14,426	30.7%
Unknown	62	1.0%	428	0.9%
Total	**6,206**	**100.0%**	**47,054**	**100.0%**

	Survey Respondents		SDCCD Student Population	
First Generation	**#**	**%**	**#**	**%**
No	3,441	55.4%	27,769	59.0%
Yes	1,079	17.4%	8,226	17.5%
Unknown	1,686	27.2%	11,059	23.5%
Total	**6,206**	**100.0%**	**47,054**	**100.0%**

	Survey Respondents		SDCCD Student Population	
Day/Evening	**#**	**%**	**#**	**%**
Day Only	3,081	49.6%	21,242	45.1%
Evening Only	1,031	16.6%	10,111	21.5%
Both Day and Evening	1,873	30.2%	7,892	16.8%
Neither (dropped all courses)	221	3.6%	7,809	16.6%
Total	**6,206**	**100.0%**	**47,054**	**100.0%**

	Survey Respondents		SDCCD Student Population	
Part-time/Full-time	**#**	**%**	**#**	**%**
Part-time student*	3,603	58.1%	31,323	66.6%
Full-time student*	2,352	37.9%	7,623	16.2%
Dropped*	251	4.0%	8,108	17.2%
Total	**6,206**	**100.0%**	**47,054**	**100.0%**

** Part-time student: units enrolled < 12; Full-time student: units enrolled >= 12; Dropped: units enrolled = 0*

Note: survey respondents only include those who provided valid ID numbers.

STUDENT SATISFACTION SURVEY - Districtwide

Survey responses: City: 2,587; Mesa: 5,203; Miramar: 1,234; District: 9, 024

Part I: Please rate the level of importance and your satisfaction with the following services:

level of importance					level of satisfaction			
City	Mesa	Miramar	District	SERVICES	City	Mesa	Miramar	District
95.7%	95.5%	96.1%	95.6%	1. Admissions Process	93.6%	92.7%	94.4%	93.1%
97.1%	97.3%	97.1%	97.3%	2. Course Registration Process	92.6%	89.1%	93.8%	90.8%
96.3%	96.8%	96.2%	96.6%	3. Curriculum/Instruction	90.3%	88.8%	91.6%	89.7%
91.7%	89.7%	92.6%	90.7%	4. Campus Bookstore	69.0%	67.0%	62.7%	67.0%
77.4%	71.2%	72.5%	73.3%	5. Health Services	87.2%	87.5%	89.7%	87.7%
70.8%	60.9%	66.4%	64.6%	6. Affirmative Action Office	87.0%	85.6%	87.0%	86.2%
83.4%	77.8%	82.1%	80.1%	7. Assessment/Testing Center	87.9%	83.7%	86.7%	85.4%
90.2%	87.2%	89.0%	88.4%	8. Financial Aid Service	76.4%	77.0%	84.5%	77.8%
89.0%	86.7%	87.3%	87.6%	9. Tutoring Center	89.1%	83.8%	90.4%	86.5%
63.4%	57.5%	59.0%	59.5%	10. Student Government	81.7%	78.6%	83.9%	80.4%
92.7%	92.3%	92.9%	92.5%	11. Computer Labs	85.3%	89.2%	93.3%	88.6%
94.3%	95.7%	94.7%	95.2%	12. Library Facilities and Services	77.8%	93.3%	85.5%	87.7%
86.7%	84.3%	87.8%	85.6%	13. Accounting/Cashier Office	89.6%	79.3%	88.9%	83.8%
78.9%	79.0%	76.5%	78.6%	14. Cafeteria/Snack Bar	61.5%	60.8%	64.7%	61.6%
93.9%	93.8%	94.3%	93.9%	15. Academic Counseling	76.9%	72.7%	78.9%	74.9%
85.4%	83.5%	85.2%	84.4%	16. DSPS	92.2%	89.0%	93.8%	90.7%
86.5%	81.4%	85.6%	83.6%	17. EOPS	86.9%	84.6%	89.4%	86.1%
78.8%	70.1%	77.5%	73.8%	18. New Student Orientation	81.0%	77.6%	80.9%	79.2%
73.1%	67.8%	70.2%	69.8%	19. Student Affairs/Activities Office	85.3%	83.0%	84.7%	83.9%
90.6%	90.5%	90.5%	90.5%	20. Transfer Center	81.5%	81.2%	83.9%	81.7%
88.5%	90.8%	87.4%	89.7%	21. Learning Resource Center	87.0%	92.6%	89.8%	90.8%
89.6%	92.9%	88.5%	91.3%	22. Parking Services	36.1%	23.4%	63.5%	32.8%
86.1%	**83.8%**	**85.0%**	**84.7%**	**Average**	**81.6%**	**80.0%**	**84.6%**	**81.2%**

Note 1: level of importance includes "very important" and "important".
Note 2: level of satisfaction includes "very satisfied" and "satisfied"

Part II: Please rate your level of agreement with the following statements:

	Satisfaction			
Admission and Course Registration	**City**	**Mesa**	**Miramar**	**District**
1. I did not have any problems with the application process.	90.4%	88.9%	89.4%	89.4%
2. Admissions staff were helpful throughout the application process.	87.8%	86.1%	89.1%	87.0%
3. Overall, I was satisfied with the application process.	92.4%	90.9%	92.3%	91.5%
4. The information presented in the class schedule is clear and easy to understand.	92.0%	90.3%	91.6%	91.0%
5. The ClassTalk registration process is easy to use.	95.2%	93.2%	93.4%	93.8%
Average	**91.6%**	**89.9%**	**91.2%**	**90.6%**

Note 3: satisfaction includes "strongly agree" and "agree".
Note 4: "not applicable" is taken out of the calculation.

	Satisfaction			
Orientation	**City**	**Mesa**	**Miramar**	**District**
1. By attending a new student orientation, I became more familiar with the college campus.	76.2%	73.1%	75.5%	74.5%
2. The new student orientation I attended was well organized.	79.8%	80.6%	77.1%	79.8%
3. Student orientation is effective in helping new students adjust to the college.	83.7%	80.7%	79.7%	81.5%
4. It should be mandatory for all new students to attend a new student orientation.	72.9%	55.1%	65.9%	62.4%
Average	**78.2%**	**72.4%**	**74.6%**	**74.6%**
Assessment				
1. The reading and writing assessment test helped me enroll in the appropriate level English class.	82.9%	77.7%	79.4%	79.6%
2. The math assessment test helped me enroll in the appropriate level math class.	80.1%	71.2%	75.4%	74.6%
3. Counselors/assessment staff clearly explained the assessment results to me.	69.6%	65.6%	73.7%	68.1%
4. Assessment tests were offered frequently and at times that met my needs.	72.4%	70.7%	74.2%	71.7%
Average	**76.3%**	**71.3%**	**75.7%**	**73.5%**
Counseling/Advising				
1. The counseling session(s) helped me clarify my educational goal.	71.6%	70.9%	75.7%	71.8%
2. The counseling session(s) helped me select courses I need to attain my educational goal.	76.8%	76.7%	79.5%	77.1%
3. The counselor(s) helped me understand course prerequisites.	77.8%	77.6%	79.5%	77.9%
4. Counseling session(s) are informative and helpful.	79.6%	79.2%	81.2%	79.6%
5. Counselors are interested in helping students.	81.0%	82.1%	84.3%	82.1%
6. Counselors care about me as an individual.	68.9%	66.6%	73.8%	68.3%
7. Counselors are concerned about my academic success.	72.4%	70.5%	75.2%	71.7%
Average	**75.4%**	**74.8%**	**78.5%**	**75.5%**
Follow-up of Student Academic Status				
1. The college has done a good job in following up with student academic status.	64.3%	58.9%	63.5%	61.2%
2. I am adequately informed about my academic status.	43.9%	43.0%	44.4%	43.4%
3. College is responsive in helping students improve academic performance.	70.6%	63.8%	72.0%	67.0%
4. Counselors have helped me to understand my academic status.	63.3%	60.6%	66.0%	62.2%
Average	**60.5%**	**56.6%**	**61.5%**	**58.4%**
Course Availability				
1. *General Education* courses are offered in sufficient number and at various times for me to complete my educational goal within a reasonable period of time.	78.8%	76.5%	73.8%	76.8%
2. A variety of *courses in my major* are offered to complete my educational goal within a reasonable period of time.	73.7%	73.0%	71.3%	72.9%
3. Generally, I am able to get the classes I need to meet my educational goal.	83.6%	81.3%	81.3%	82.0%
Average	**78.7%**	**76.9%**	**75.5%**	**77.2%**

Note 1: satisfaction includes "strongly agree" and "agree".

Note 2: "not applicable" is taken out of the calculation.

	Satisfaction			
Curriculum and Instruction	**City**	**Mesa**	**Miramar**	**District**
1. I feel at ease talking with my instructor(s) outside of the classroom.	87.1%	84.3%	86.2%	85.4%
2. In general, instructors attempt to be fair and objective in their presentation of course materials.	93.9%	92.5%	92.3%	92.9%
3. In general, instructors clearly define how I will be graded.	94.3%	93.1%	94.0%	93.6%
4. Faculty care about their students' success.	86.6%	82.0%	87.0%	84.0%
5. Faculty have been available for help outside of class.	86.3%	83.8%	86.9%	85.0%
6. I believe my courses will prepare me well for future employment.	90.1%	83.4%	89.7%	86.3%
7. I believe my courses will prepare me well for transfer to a 4 year institution.	93.5%	92.2%	92.3%	92.6%
8. Overall, I am satisfied with the course content in most of my classes.	93.1%	90.3%	91.5%	91.3%
9. The amount of homework in most of my classes was fair.	90.1%	83.4%	89.7%	86.3%
10. Most of the classes I took were interesting.	90.8%	84.6%	86.9%	86.8%
11. I am satisfied with the overall quality of instruction.	91.9%	89.2%	91.8%	90.3%
Average	**90.7%**	**87.2%**	**89.8%**	**88.6%**
Course Scheduling				
1. The college should offer more Information Technology courses.	87.8%	83.1%	88.7%	85.3%
2. The college should offer more flexible course scheduling.	90.4%	88.2%	90.8%	89.2%
3. The college should offer more short-term courses.	86.0%	85.9%	88.9%	86.3%
Average	**88.0%**	**85.7%**	**89.4%**	**86.9%**
Physical Facilities				
1. The campus library has an adequate and up-to-date selection of books, periodicals, and other resource materials for my needs.	67.1%	89.7%	74.2%	81.3%
2. Library staff are nice and helpful.	83.3%	90.1%	86.3%	87.7%
3. The library is open when I need it.	83.7%	87.3%	81.4%	85.5%
4. In general, classroom facilities are adequate for instruction.	84.5%	86.9%	87.4%	86.3%
5. Computer labs are equipped with updated computers and software.	86.6%	87.9%	91.3%	88.0%
6. I am satisfied with services provided by library staff.	84.4%	91.7%	88.5%	89.2%
7. I am satisfied with services provided by the campus book store.	76.6%	75.8%	72.3%	75.5%
8. The availability of computer labs is sufficient to meet my educational needs.	82.5%	89.2%	90.4%	87.4%
9. There is adequate study space on campus.	79.4%	87.1%	79.0%	83.7%
Average	**80.9%**	**87.3%**	**83.4%**	**84.9%**
Campus Climate				
1. College staff have been helpful.	92.8%	92.1%	94.0%	92.5%
2. I feel valued as a student.	81.2%	75.2%	81.2%	77.8%
3. Students are friendly.	90.3%	88.4%	90.7%	89.3%
4. I feel a sense of belonging in this college.	82.3%	71.9%	79.0%	76.0%
5. I feel comfortable in the college environment.	92.7%	93.1%	93.8%	93.1%
6. I feel safe on campus.	89.7%	92.4%	93.2%	91.7%
7. I am treated with respect at this college.	94.1%	92.0%	94.1%	92.9%
8. Students have a substantial voice in matters related to programs and services.	80.2%	73.7%	80.1%	76.5%
Average	**87.9%**	**84.8%**	**88.3%**	**86.2%**

Note 1: satisfaction includes "strongly agree" and "agree".

Note 2: "not applicable" is taken out of the calculation.

	Satisfaction			
Financial Aid and Fees	**City**	**Mesa**	**Miramar**	**District**
1. Overall, I am satisfied with financial aid services.	77.7%	76.8%	81.7%	77.7%
2. Student fees and tuition are affordable.	89.3%	88.0%	87.7%	88.3%
3. Fee refund policies are reasonable.	84.2%	81.1%	83.9%	82.4%
Average	**83.7%**	**82.0%**	**84.4%**	**82.8%**
Support Services				
1. Transfer center services are useful in helping students transfer.	87.1%	86.8%	88.5%	87.1%
2. DSPS (disabled students) services are always available when I need them.	91.8%	88.6%	93.2%	90.3%
3. DSPS staff are nice and willing to help.	93.2%	90.8%	93.3%	92.0%
4. Transfer center services are informative and helpful.	85.5%	85.6%	87.6%	85.8%
5. EOPS (Educational Opportunities Programs and Services) staff are helpful.	88.1%	88.7%	93.1%	89.1%
Average	**89.1%**	**88.1%**	**91.1%**	**88.9%**
Academic Development				
1. The General Education classes (i.e., English, math, etc.) developed my academic skills in written and oral communication.	92.1%	87.8%	91.8%	89.6%
2. The General Education classes developed my critical thinking skills.	91.9%	85.9%	91.3%	88.4%
3. The General Education classes developed my academic abilities in math and quantitative skills.	90.8%	86.1%	89.4%	87.9%
4. The college education developed my occupational competence.	89.9%	84.4%	89.7%	86.8%
Average	**91.2%**	**86.0%**	**90.6%**	**88.2%**
Personal Development				
1. I am more aware of and appreciate human diversity after attending this college.	89.0%	79.7%	85.3%	83.3%
2. The college education helped me to understand myself better.	83.3%	75.0%	80.6%	78.2%
3. I have gained knowledge in different fields.	94.1%	91.0%	92.3%	92.1%
4. I have gained computer skills.	76.0%	64.8%	72.1%	69.1%
5. I have learned about other parts of the world and other people.	87.4%	79.3%	82.8%	82.2%
6. I have gained interpersonal skills by interacting with people on campus.	86.5%	78.6%	83.3%	81.6%
Average	**86.1%**	**78.1%**	**82.7%**	**81.1%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.

STUDENT SATISFACTION SURVEY - District

Survey responses: City: 2,587; Mesa: 5,203; Miramar: 1,234; District: 9, 024

Part I: Please rate the level of importance and your satisfaction with the following services:

Level of Importance							Level of Satisfaction					
# respondents	very important	important	unimportant	very unimportant	Total	SERVICES	# respondents	very satisfied	satisfied	dissatisfied	very dissatisfied	Total
8,084	54.8%	40.8%	3.0%	1.3%	100.0%	1. Admissions Process	8,247	27.4%	65.7%	5.4%	1.5%	100.0%
8,021	63.7%	33.6%	1.6%	1.2%	100.0%	2. Course Registration Process	8,233	35.1%	55.7%	7.5%	1.7%	100.0%
7,873	65.1%	31.5%	2.2%	1.3%	100.0%	3. Curriculum/Instruction	8,009	23.8%	65.9%	9.1%	1.3%	100.0%
7,923	38.9%	51.8%	7.7%	1.6%	100.0%	4. Campus Bookstore	8,026	13.8%	53.2%	23.6%	9.4%	100.0%
7,524	29.7%	43.6%	18.9%	7.9%	100.0%	5. Health Services	4,486	19.7%	68.0%	9.3%	3.0%	100.0%
7,071	21.2%	43.4%	21.8%	13.6%	100.0%	6. Affirmative Action Office	3,575	16.3%	69.9%	9.7%	4.1%	100.0%
7,331	28.3%	51.8%	13.7%	6.2%	100.0%	7. Assessment/Testing Center	5,355	17.5%	67.9%	11.5%	3.1%	100.0%
7,426	59.7%	28.7%	6.5%	5.1%	100.0%	8. Financial Aid Service	5,465	28.5%	49.3%	16.0%	6.2%	100.0%
7,430	47.0%	40.6%	8.4%	4.1%	100.0%	9. Tutoring Center	4,999	27.1%	59.4%	10.4%	3.1%	100.0%
7,184	16.4%	43.1%	27.5%	13.1%	100.0%	10. Student Government	3,951	14.4%	66.0%	15.2%	4.4%	100.0%
7,575	54.7%	37.8%	4.6%	2.9%	100.0%	11. Computer Labs	6,452	35.4%	53.2%	8.6%	2.7%	100.0%
7,733	62.8%	32.4%	3.0%	1.9%	100.0%	12. Library Facilities and Services	7,372	37.0%	50.7%	9.2%	3.1%	100.0%
7,525	29.3%	56.3%	11.2%	3.3%	100.0%	13. Accounting/Cashier Office	6,931	17.9%	65.9%	12.9%	3.2%	100.0%
7,717	31.6%	47.0%	17.0%	4.4%	100.0%	14. Cafeteria/Snack Bar	7,335	13.6%	48.0%	23.9%	14.6%	100.0%
7,619	62.0%	31.9%	3.7%	2.4%	100.0%	15. Academic Counseling	6,807	23.5%	51.4%	17.8%	7.3%	100.0%
6,864	47.8%	36.6%	8.0%	7.7%	100.0%	16. DSPS	2,907	29.1%	61.6%	6.8%	2.4%	100.0%
6,915	43.2%	40.4%	10.1%	6.4%	100.0%	17. EOPS	3,720	27.2%	58.9%	10.8%	3.1%	100.0%
7,172	27.9%	45.9%	18.3%	7.9%	100.0%	18. New Student Orientation	4,668	19.0%	60.2%	15.7%	5.1%	100.0%
6,942	19.1%	50.7%	21.7%	8.5%	100.0%	19. Student Affairs/Activities Office	4,136	14.9%	69.0%	12.3%	3.7%	100.0%
7,224	51.1%	39.4%	5.9%	3.6%	100.0%	20. Transfer Center	5,008	19.7%	62.0%	14.2%	4.2%	100.0%
7,302	46.6%	43.1%	6.6%	3.8%	100.0%	21. Learning Resource Center	5,763	29.8%	61.0%	7.1%	2.2%	100.0%
7,704	63.7%	27.6%	5.2%	3.5%	100.0%	22. Parking Services	7,320	7.7%	25.1%	26.4%	40.9%	100.0%
7,462	**43.8%**	**40.8%**	**10.3%**	**5.1%**	**100.0%**	**Average**	**5,853**	**22.7%**	**58.5%**	**12.9%**	**5.9%**	**100.0%**

Note 1: importance includes "very important" and "important"

Note 2: satisfaction includes "strongly agree" and "agree".

Note 3: "not applicable" is taken out of the calculation.

Part II: Please rate your level of agreement with the following statements:

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
Admission and Course Registration						
1. I did not have any problems with the application process.	**8,537**	38.7%	50.7%	8.4%	2.2%	100.0%
2. Admissions staff were helpful throughout the application process.	**8,296**	30.9%	56.1%	10.3%	2.6%	100.0%
3. Overall, I was satisfied with the application process.	**8,515**	30.2%	61.3%	7.1%	1.4%	100.0%
4. The information presented in the class schedule is clear and easy to understand.	**8,513**	34.4%	56.6%	7.8%	1.2%	100.0%
5. The ClassTalk registration process is easy to use.	**8,429**	49.5%	44.3%	4.8%	1.4%	100.0%
Average	**8,458**	**36.7%**	**53.8%**	**7.7%**	**1.8%**	**100.0%**
Orientation						
1. By attending a new student orientation, I became more familiar with the college campus.	**3,850**	22.4%	52.1%	20.2%	5.3%	100.0%
2. The new student orientation I attended was well organized.	**3,633**	20.0%	59.8%	16.3%	3.9%	100.0%
3. Student orientation is effective in helping new students adjust to the college.	**4,413**	25.5%	56.0%	14.8%	3.7%	100.0%
4. It should be mandatory for all new students to attend a new student orientation.	**5,545**	25.6%	36.8%	23.8%	13.8%	100.0%
Average	**4,360**	**23.4%**	**51.2%**	**18.8%**	**6.7%**	**100.0%**
Assessment						
1. The reading and writing assessment test helped me enroll in the appropriate level English class.	**5,603**	29.0%	50.6%	13.6%	6.8%	100.0%
2. The math assessment test helped me enroll in the appropriate level math class.	**5,520**	26.1%	48.5%	15.6%	9.8%	100.0%
3. Counselors/assessment staff clearly explained the assessment results to me.	**5,551**	20.7%	47.4%	21.1%	10.8%	100.0%
4. Assessment tests were offered frequently and at times that met my needs.	**5,424**	19.1%	52.7%	19.5%	8.8%	100.0%
Average	**5,525**	**23.7%**	**49.8%**	**17.5%**	**9.1%**	**100.0%**
Counseling/Advising						
1. The counseling session(s) helped me clarify my educational goal.	**6,636**	25.6%	46.2%	19.5%	8.7%	100.0%
2. The counseling session(s) helped me select courses I need to attain my educational goal.	**6,680**	28.5%	48.6%	15.2%	7.7%	100.0%
3. The counselor(s) helped me understand course prerequisites.	**6,653**	27.2%	50.7%	15.5%	6.6%	100.0%
4. Counseling session(s) are informative and helpful.	**6,900**	30.4%	49.2%	13.6%	6.8%	100.0%
5. Counselors are interested in helping students.	**6,938**	29.6%	52.4%	11.9%	6.0%	100.0%
6. Counselors care about me as an individual.	**6,707**	23.2%	45.2%	22.9%	8.8%	100.0%
7. Counselors are concerned about my academic success.	**6,693**	23.0%	48.7%	20.2%	8.0%	100.0%
Average	**6,744**	**26.8%**	**48.7%**	**17.0%**	**7.5%**	**100.0%**
Follow-up of Student Academic Status						
1. The college has done a good job in following up with student academic status.	**6,243**	13.9%	47.3%	28.1%	10.7%	100.0%
2. I am adequately informed about my academic status.	**6,752**	11.6%	31.8%	41.2%	15.4%	100.0%
3. College is responsive in helping students improve academic performance.	**6,660**	16.1%	50.9%	26.3%	6.7%	100.0%
4. Counselors have helped me to understand my academic status.	**6,220**	16.1%	46.1%	26.7%	11.1%	100.0%
Average	**6,469**	**14.4%**	**44.0%**	**30.6%**	**11.0%**	**100.0%**
Course Availability						
1. *General Education* courses are offered in sufficient numbers and at various times for me to complete my educational goal within a reasonable period of time.	**8,163**	17.7%	59.1%	17.8%	5.4%	100.0%
2. A variety of *courses in my major* are offered to complete my educational goal within a reasonable period of time.	**8,018**	15.0%	58.0%	20.6%	6.5%	100.0%
3. Generally, I am able to get the classes I need to meet my educational goal.	**8,453**	18.9%	63.1%	13.8%	4.2%	100.0%
Average	**8,211**	**17.2%**	**60.1%**	**17.4%**	**5.4%**	**100.0%**

Note: "not applicable" is taken out of the calculation.

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
Curriculum and Instruction						
1. I feel at ease talking with my instructor(s) outside of the classroom.	**8,510**	27.1%	58.3%	12.5%	2.2%	100.0%
2. In general, instructors attempt to be fair and objective in their presentation of course materials.	**8,705**	27.1%	65.7%	5.9%	1.3%	100.0%
3. In general, instructors clearly define how I will be graded.	**8,720**	32.3%	61.3%	5.4%	1.0%	100.0%
4. Faculty care about their students' success.	**8,439**	23.8%	60.2%	13.9%	2.1%	100.0%
5. Faculty have been available for help outside of class.	**7,987**	24.9%	60.1%	12.9%	2.2%	100.0%
6. I believe my courses will prepare me well for future employment.	**8,366**	28.6%	57.6%	11.1%	2.6%	100.0%
7. I believe my courses will prepare me well for transfer to a 4 year institution.	**7,902**	31.8%	60.8%	6.1%	1.3%	100.0%
8. Overall, I am satisfied with the course content in most of my classes.	**8,631**	28.2%	63.1%	7.7%	1.0%	100.0%
9. The amount of homework in most of my classes was fair.	**8,646**	23.6%	65.5%	8.8%	2.0%	100.0%
10. Most of the classes I took were interesting.	**8,184**	25.8%	61.0%	11.7%	1.5%	100.0%
11. I am satisfied with the overall quality of instruction.	**8,599**	27.2%	63.1%	8.2%	1.5%	100.0%
Average	**8,426**	**27.3%**	**61.5%**	**9.5%**	**1.7%**	**100.0%**
Course Scheduling						
1. The college should offer more Information Technology courses.	**6,168**	33.4%	52.0%	12.8%	1.9%	100.0%
2. The college should offer more flexible course scheduling.	**7,966**	41.8%	47.4%	9.6%	1.2%	100.0%
3. The college should offer more short-term courses.	**7,603**	41.0%	45.3%	11.7%	2.0%	100.0%
Average	**7,246**	**38.7%**	**48.2%**	**11.4%**	**1.7%**	**100.0%**
Physical Facilities						
1. The campus library has an adequate and up-to-date selection of books, periodicals, and other resource materials for my needs.	**7,190**	26.2%	55.0%	12.4%	6.3%	100.0%
2. Library staff are nice and helpful.	**7,270**	27.6%	60.1%	9.7%	2.6%	100.0%
3. The library is open when I need it.	**7,505**	27.1%	58.4%	10.5%	4.0%	100.0%
4. In general, classroom facilities are adequate for instruction.	**8,229**	19.4%	66.9%	11.2%	2.5%	100.0%
5. Computer labs are equipped with updated computers and software.	**6,913**	28.4%	59.6%	9.2%	2.8%	100.0%
6. I am satisfied with services provided by library staff.	**7,181**	25.0%	64.1%	8.3%	2.5%	100.0%
7. I am satisfied with services provided by the campus book store.	**8,110**	16.8%	58.7%	17.1%	7.4%	100.0%
8. The availability of computer labs is sufficient to meet my educational needs.	**6,916**	25.4%	62.0%	9.3%	3.3%	100.0%
9. There is adequate study space on campus.	**7,936**	26.2%	57.5%	12.8%	3.6%	100.0%
Average	**7,472**	**24.7%**	**60.3%**	**11.2%**	**3.9%**	**100.0%**
Campus Climate						
1. College staff have been helpful.	**8,424**	19.9%	72.6%	6.5%	0.9%	100.0%
2. I feel valued as a student.	**8,302**	16.1%	61.7%	20.1%	2.1%	100.0%
3. Students are friendly.	**8,507**	18.0%	71.3%	9.5%	1.2%	100.0%
4. I feel a sense of belonging in this college.	**8,252**	16.4%	59.6%	20.8%	3.3%	100.0%
5. I feel comfortable in the college environment.	**8,516**	21.6%	71.5%	5.9%	1.0%	100.0%
6. I feel safe on campus.	**8,480**	22.5%	69.2%	6.9%	1.4%	100.0%
7. I am treated with respect at this college.	**8,353**	20.8%	72.1%	6.1%	1.0%	100.0%
8. Students have a substantial voice in matters related to programs and services.	**6,737**	15.5%	61.0%	18.9%	4.6%	100.0%
Average	**8,196**	**18.9%**	**67.4%**	**11.8%**	**1.9%**	**100.0%**
Financial Aid and Fees						
1. Overall, I am satisfied with financial aid services.	**5,394**	28.2%	49.5%	14.8%	7.5%	100.0%
2. Student fees and tuition are affordable.	**7,601**	35.0%	53.4%	7.6%	4.1%	100.0%
3. Fee refund policies are reasonable.	**6,713**	25.1%	57.3%	12.1%	5.5%	100.0%
Average	**6,569**	**29.4%**	**53.4%**	**11.5%**	**5.7%**	**100.0%**

Note: "not applicable" is taken out of the calculation.

Districtwide

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
Support Services						
1. Transfer center services are useful in helping students transfer.	**4,975**	24.3%	62.9%	9.7%	3.1%	100.0%
2. DSPS (disabled students) services are always available when I need them.	**2,431**	27.3%	63.1%	6.8%	2.8%	100.0%
3. DSPS staff are nice and willing to help.	**2,482**	28.9%	63.1%	5.6%	2.4%	100.0%
4. Transfer center services are informative and helpful.	**4,593**	21.3%	64.5%	10.7%	3.5%	100.0%
5. EOPS (Educational Opportunities Programs and Services) staff are helpful.	**3,351**	28.4%	60.8%	7.9%	3.0%	100.0%
Average	**3,566**	**26.0%**	**62.9%**	**8.1%**	**3.0%**	**100.0%**
Academic Development						
1. The General Education classes (i.e., English, math, etc.) developed my academic skills in written and oral communication.	**6,926**	24.0%	65.6%	8.3%	2.1%	100.0%
2. The General Education classes developed my critical thinking skills.	**7,104**	22.7%	65.7%	9.6%	1.9%	100.0%
3. The General Education classes developed my academic abilities in math and quantitative skills.	**6,775**	21.7%	66.2%	10.0%	2.1%	100.0%
4. The college education developed my occupational competence.	**7,124**	21.6%	65.2%	10.9%	2.3%	100.0%
Average	**6,982**	**22.5%**	**65.7%**	**9.7%**	**2.1%**	**100.0%**
Personal Development						
1. I am more aware of and appreciate human diversity after attending this college.	**7,708**	26.9%	56.3%	13.9%	2.9%	100.0%
2. The college education helped me to understand myself better.	**7,794**	22.8%	55.5%	18.3%	3.4%	100.0%
3. I have gained knowledge in different fields.	**8,034**	27.5%	64.6%	6.6%	1.3%	100.0%
4. I have gained computer skills.	**6,835**	21.1%	48.0%	24.6%	6.3%	100.0%
5. I have learned about other parts of the world and other people.	**7,600**	24.2%	58.0%	14.4%	3.4%	100.0%
6. I have gained interpersonal skills by interacting with people on campus.	**7,737**	22.4%	59.1%	15.3%	3.1%	100.0%
Average	**7,618**	**24.2%**	**56.9%**	**15.5%**	**3.4%**	**100.0%**

Note: "not applicable" is taken out of the calculation.

Part III: General Questions

1. Outside of class time, how many hours do you spend on campus during a typical week?

	City		Mesa		Miramar		District	
Responses	#	%	#	%	#	%	#	%
Less than 1 hour	747	29.8%	1,608	32.2%	486	40.5%	2,841	32.7%
1-5 hours	1,033	41.3%	1,991	39.9%	380	31.7%	3,404	39.2%
6-10 hours	347	13.9%	672	13.5%	145	12.1%	1,164	13.4%
11-15 hours	170	6.8%	339	6.8%	88	7.3%	597	6.9%
16-20 hours	105	4.2%	212	4.2%	51	4.3%	368	4.2%
More than 20 hours	102	4.1%	168	3.4%	50	4.2%	320	3.7%
Total	**2,504**	**100.0%**	**4,990**	**100.0%**	**1,200**	**100.0%**	**8,694**	**100.0%**

2. How many hours do you spend during a typical week studying or doing homework?

	City		Mesa		Miramar		District	
Responses	#	%	#	%	#	%	#	%
Less than 1 hour	88	3.5%	202	4.0%	51	4.3%	341	3.9%
1-5 hours	1,000	39.8%	1,971	39.3%	488	40.9%	3,459	39.7%
6-10 hours	765	30.4%	1,585	31.6%	344	28.8%	2,694	30.9%
11-15 hours	369	14.7%	678	13.5%	147	12.3%	1,194	13.7%
16-20 hours	176	7.0%	343	6.8%	101	8.5%	620	7.1%
More than 20 hours	115	4.6%	230	4.6%	63	5.3%	408	4.7%
Total	**2,513**	**100.0%**	**5,009**	**100.0%**	**1,194**	**100.0%**	**8,716**	**100.0%**

3. What is the highest level of formal education attained by either of your parents?

	City		Mesa		Miramar		District	
Responses	#	%	#	%	#	%	#	%
Grammar school or less	293	11.8%	243	4.9%	48	4.0%	584	6.8%
Some high school	267	10.8%	275	5.5%	75	6.3%	617	7.1%
High school graduate	506	20.4%	784	15.8%	244	20.5%	1,534	17.7%
Some college	543	21.9%	1,180	23.7%	265	22.3%	1,988	23.0%
College degree	524	21.1%	1,415	28.4%	325	27.3%	2,264	26.2%
Some graduate school	63	2.5%	138	2.8%	21	1.8%	222	2.6%
Graduate degree	286	11.5%	939	18.9%	211	17.7%	1,436	16.6%
Total	**2,482**	**100.0%**	**4,974**	**100.0%**	**1,189**	**100.0%**	**8,645**	**100.0%**

4. How many semester have you been enrolled at City, Mesa, Miramar, or ECC?

	City	Mesa	Miramar	District
Average # semesters	3.87	3.97	3.88	3.93

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City College

Summary

CHAPTER THREE: CITY COLLEGE

Demographic Comparisons

At City College, a total of 2,047 students (79% of all respondents) provided valid ID numbers. Variables included in the demographic comparisons of the respondents with City College's general student population were: gender, age, ethnicity, educational objective, enrollment status, number of hours employed, first-generation, day/evening status, and part-time/full-time status (see pages 48-49). Following are the highlights of the results:

Generally, demographic distributions of the respondents mirrored the corresponding distributions of the City College student population. Exceptions included:

- A slightly higher percent of respondents selected "obtain BA after AA" as their educational objective.
- First-time transfer students were under-represented and continuing students were over-represented among the survey respondents.
- Respondents included a lower percent of students working full-time.
- Respondents included a higher percent of students attending school daytime, and those attending school both day and evening.
- Part-time students were under-represented, while full-time students were over-represented among the respondents.

Gap Analyses of Service Areas

Students' responses to the survey were summarized for each question (see pages 50-53). Perceived levels of satisfaction (very satisfied and satisfied) were compared to perceived levels of importance (very important and important) for the 22 service areas in order to assess the relative gap in perceptions for the two measures (see Table 1). Negative gaps reflect service areas that were rated low in satisfaction but high in importance. In contrast, positive values indicated services that received higher satisfaction, but lower importance ratings. Results showed that parking services, campus bookstore, cafeteria/snack bar, academic counseling, and library facilities and services had the largest negative gaps (see Table 1). In comparison, Student Government, Affirmative Action Office, and Student Affairs/Activities Office received high satisfaction but low importance ratings. Learning Resource Center, Tutoring Center, and EOPS had very small gaps between the levels of satisfaction and importance which suggests these areas require no additional attention.

Table 1: Gaps between Level of Satisfaction and Level of Importance-Rank Ordered

Services	Satisfaction	Importance	Gap
Parking Services	36.10%	89.6%	-53.50%
Campus Bookstore	69.00%	91.7%	-22.70%
Cafeteria/Snack Bar	61.50%	78.9%	-17.40%
Academic Counseling	76.90%	93.9%	-17.00%
Library Facilities and Services	77.80%	94.3%	-16.50%
Financial Aid Service	76.40%	90.2%	-13.80%
Transfer Center	81.50%	90.6%	-9.10%
Computer Labs	85.30%	92.7%	-7.40%
Curriculum/Instruction	90.30%	96.3%	-6.00%
Course Registration Process	92.60%	97.1%	-4.50%
Admissions Process	93.60%	95.7%	-2.10%
Learning Resource Center	87.00%	88.2%	-1.20%
Tutoring Center	89.10%	89.0%	0.10%
EOPS	86.90%	86.5%	0.40%
New Student Orientation	81.00%	78.8%	2.20%
Accounting/Cashier Office	89.60%	86.7%	2.90%
Assessment/Testing Center	87.90%	83.4%	4.50%
DSPS	92.20%	85.4%	6.80%
Health Services	87.20%	77.4%	9.80%
Student Affairs/Activities Office	85.30%	73.1%	12.20%
Affirmative Action Office	87.00%	70.8%	16.20%
Student Government	81.70%	63.4%	18.30%
AVERAGE	81.63%	86.08%	-4.45%

Note: Gap indicates discrepancy between the percent of satisfaction (very satisfied and satisfied) and the percent of importance (very important and important)

Table 2 shows the services that received both high importance and high satisfaction as well as those areas that received high importance but low satisfaction at City College. High importance/high satisfaction areas indicate the college's strength or high performance areas, while high importance/low satisfaction services pinpoint areas that need improvement. Top high importance/high satisfaction areas included: course registration process, admissions process, curriculum/instruction, and DSPS. In contrast, parking services, cafeteria/snack bar, campus bookstore, and Financial Aid Services were on top of the high important/low satisfaction list, indicating a need for improvement.

Table 2: Importance and Satisfaction Crosstab – Rank Ordered

Services	High Importance/High Satisfaction Areas	Services	High Importance/Low Satisfaction Areas
Course Registration Process	90.2%	Parking Services	60.9%
Admissions Process	89.8%	Cafeteria/Snack Bar	31.2%
Curriculum/Instruction	87.8%	Campus Bookstore	28.8%
DSPS	86.4%	Financial Aid Service	22.6%
Tutoring Center	84.4%	Academic Counseling	22.2%
Computer Labs	82.7%	Library Facilities and Services	21.3%
Learning Resource Center	82.3%	Transfer Center	16.6%
Accounting/Cashier Office	81.9%	New Student Orientation	14.2%
EOPS	81.9%	Computer Labs	13.6%
Assessment/Testing Center	81.0%	EOPS	11.7%
Health Services	78.5%	Learning Resource Center	11.0%
Transfer Center	78.1%	Student Government	9.7%
Affirmative Action Office	77.0%	Tutoring Center	9.5%
Student Affairs/Activities Office	77.0%	Health Services	9.2%
Library Facilities and Services	74.8%	Curriculum/Instruction	9.1%
Academic Counseling	73.9%	Assessment/Testing Center	9.1%
New Student Orientation	73.1%	Student Affairs/Activities Office	8.4%
Financial Aid Service	73.0%	Affirmative Action Office	7.9%
Student Government	67.0%	Accounting/Cashier Office	7.9%
Campus Bookstore	63.5%	Course Registration Process	7.3%
Cafeteria/Snack Bar	51.7%	Admissions Process	6.2%
Parking Services	33.0%	DSPS	5.8%

Note: High Importance/High Satisfaction Areas: percent selected important (very important or important) and satisfied (very satisfied or satisfied) with the service
High Importance/Low Satisfaction Areas: percent selected important (very important or important) but dissatisfied (very dissatisfied or dissatisfied) with the service

Analyses of Survey Themes

Satisfaction ratings ("strongly agree" and "agree") were summarized by each survey theme and rank ordered in Table 3 (also see pages 51-53). Questions related to *admissions and course registration* theme received the highest satisfaction ratings, followed by *academic development*, and *curriculum and instruction* themes. Questions addressing the *follow-up of student academic status* theme received the lowest satisfaction ratings.

Survey results also suggested the need to provide more information technology classes, more flexible class schedules, and more short-term classes.

Table 3: Satisfaction by Survey Themes –Rank Ordered

THEMES	Strongly Agree	Agree	Total
Admissions and Course Registration	39.7%	51.8%	91.6%
Academic Development	27.3%	63.9%	91.2%
Curriculum and Instruction	31.2%	59.5%	90.7%
Support Services	28.5%	60.6%	89.1%
Campus Climate	21.4%	66.6%	87.9%
Personal Development	29.6%	56.5%	86.1%
Financial Aid and Fees	32.7%	51.0%	83.7%
Physical Facilities	21.2%	59.7%	80.9%
Course Availability	19.5%	59.2%	78.7%
Orientation	27.7%	50.5%	78.2%
Course Scheduling	25.3%	55.1%	80.4%
Assessment	27.0%	49.3%	76.3%
Counseling/Advising	27.1%	48.3%	75.4%
Follow-up of Student Academic Status	12.8%	31.0%	43.8%
AVERAGE	26.5%	54.5%	81.0%

Situational and Background Questions

In the survey, students were asked to report hours they normally spent on campus per week, hours they spent on studying per week, their parents' educational level, and number of semesters they were enrolled in the college (see pages 53-54). Following are the highlights of the results:

- About 71% of the respondents spent less than 6 hours per week on campus.
- About 40% of the respondents indicated that they spent 1-5 hours per week on studying or doing homework. Another 30% spent 6-10 hours per week on studying.
- About 43% of the respondents reported their parents had "college degree" or "some college". Another 20% of the respondents indicated that their parents were high school graduates.
- On average, the length of enrollment for students at the district was nearly four semesters.

Satisfaction by Demographics

Gender

Service Areas

Satisfaction ratings were broken down by gender for each question (see pages 55-58). On average, females perceived the 22 services as slightly more important than males; however, no differences were found between the two groups with respect to the level of satisfaction with these services.

Table 4 shows the gaps between the level of satisfaction and the level of importance by gender. Results showed that parking services and campus bookstore had the largest negative gaps for both females and males. In addition, library facilities and services, cafeteria/snack bar, academic counseling, and Financial Aid Services also had large negative gaps for both groups. In comparison, Student Government, Affirmative Action Office, and Student Affairs/Activities Office received low importance but high satisfaction ratings from both groups. When compared with males, females were generally less satisfied with the services as measured by larger negative gaps in perceptions.

Survey Themes

No noticeable differences were found with respect to survey themes (see pages 56-58). Questions related to the *follow-up of student academic status* theme received the lowest satisfaction ratings when compared with other survey themes.

Table 4: Gaps between Level of Satisfaction and Level of Importance by Gender

SERVICES	Female	Male
Admissions Process	-2.30%	-0.80%
Course Registration Process	-4.80%	-4.00%
Curriculum/Instruction	-4.60%	-7.00%
Campus Bookstore	-21.70%	-22.70%
Health Services	10.90%	12.30%
Affirmative Action Office	14.20%	22.10%
Assessment/Testing Center	4.00%	6.20%
Financial Aid Service	-15.60%	-12.30%
Tutoring Center	-1.10%	3.20%
Student Government	20.50%	18.30%
Computer Labs	-6.40%	-7.90%
Library Facilities and Services	-19.00%	-14.90%
Accounting/Cashier Office	2.30%	4.50%
Cafeteria/Snack Bar	-17.10%	-18.00%
Academic Counseling	-16.80%	-15.50%
DSPS	3.90%	10.50%
EOPS	-2.90%	3.50%
New Student Orientation	1.60%	3.90%
Student Affairs/Activities Office	11.30%	15.00%
Transfer Center	-10.60%	-4.90%
Learning Resource Center	-2.70%	0.10%
Parking Services	-55.70%	-51.30%
AVERAGE	-5.1%	-2.7%

Note: Gap indicates discrepancy between the percent of satisfaction (very satisfied and satisfied) and the percent of importance (very important and important)

Ethnicity

Service Areas

Satisfaction ratings were broken down by ethnicity for each question (see pages 59-63). Because of the small sample size in the category, American Indians were taken out for the analysis. On average, African American students perceived the 22 services as more important than other ethnic groups. In contrast, whites rated these services as less important than other ethnic groups. In terms of satisfaction, Asians/Pacific Islanders, and African Americans reported higher satisfaction with these services than other groups.

Table 5 shows the gaps between the level of satisfaction and the level of importance by ethnicity. Results showed that parking services and campus bookstore had the largest negative gaps for all ethnic groups. This suggests that students from all ethnic groups were less satisfied with these two services. African Americans also expressed lower satisfaction with Financial Aid Services and cafeteria/snack bar services. Whites and Filipinos indicated low satisfaction with library facilities and services. Library facilities and services, cafeteria/snack bar, and academic counseling received lower satisfaction ratings from Hispanics. Student Government, an area

reported as low importance, received high satisfaction ratings from the respondents. Whites and Filipinos also reported high satisfaction with the Affirmation Action Office.

Survey Themes

On average, African Americans indicated higher satisfaction with the *counseling/advising* theme than whites and Hispanics (see pages 60-63). African Americans also expressed higher satisfaction with the themes addressing *follow-up of student academic status* and *physical facilities* than other groups. Questions related to the *follow-up of student academic status* theme received the lowest satisfaction ratings when compared with other themes.

Table 5: Gaps between Level of Satisfaction and Level of Importance by Ethnicity

SERVICES	Asian/Pac Islander	African American	White	Hispanic	Filipino	Other
Admissions Process	-2.0%	-2.0%	-1.3%	-2.8%	-1.2%	6.6%
Course Registration Process	-2.5%	-3.2%	-5.2%	-4.0%	-4.7%	1.0%
Curriculum/Instruction	-3.1%	-3.8%	-7.8%	-5.4%	-10.7%	-1.1%
Campus Bookstore	-17.5%	-18.1%	-21.6%	-22.4%	-25.7%	-20.0%
Health Services	4.4%	7.5%	23.7%	5.4%	1.3%	8.3%
Affirmative Action Office	9.1%	-0.4%	40.1%	9.0%	16.6%	13.4%
Assessment/Testing Center	1.3%	-0.1%	13.4%	0.5%	1.3%	7.9%
Financial Aid Service	-4.2%	-21.9%	-13.2%	-14.0%	-8.1%	-8.9%
Tutoring Center	0.4%	-0.7%	4.2%	-1.0%	1.1%	1.1%
Student Government	14.3%	10.2%	33.8%	11.8%	21.4%	17.7%
Computer Labs	-6.1%	-3.5%	-6.0%	-10.5%	-4.1%	-6.1%
Library Facilities and Services	-13.7%	-7.8%	-20.1%	-18.0%	-22.2%	-10.1%
Accounting/Cashier Office	-3.3%	-1.3%	9.8%	0.3%	-4.7%	12.6%
Cafeteria/Snack Bar	-7.7%	-21.4%	-14.6%	-18.6%	-16.1%	-24.1%
Academic Counseling	-7.7%	-8.1%	-17.4%	-18.5%	-15.7%	-18.0%
DSPS	2.6%	6.8%	10.8%	7.8%	8.1%	3.3%
EOPS	2.8%	-3.6%	2.8%	-3.6%	5.5%	5.1%
New Student Orientation	9.5%	-1.7%	8.3%	-4.1%	-1.6%	-0.6%
Student Affairs/Activities Office	11.0%	6.4%	24.7%	7.0%	3.0%	13.5%
Transfer Center	-3.7%	-0.3%	-7.9%	-8.9%	-14.9%	-4.4%
Learning Resource Center	0.9%	0.2%	3.6%	-3.4%	-7.3%	-7.0%
Parking Services	-49.2%	-44.3%	-56.6%	-55.9%	-58.6%	-41.9%
AVERAGE	-2.9%	-5.1%	0.2%	-6.8%	-6.2%	-2.3%

Note: Gap indicates discrepancy between the percent of satisfaction (very satisfied and satisfied) and the percent of importance (very important and important)

Age

Service Areas

Satisfaction ratings were broken down by age group for each question (see pages 64-68). In general, students between ages of 21-30 and over 50 perceived the 22 services as less important than other age groups. In terms of satisfaction, students who were under 18 and over 50 expressed higher satisfaction with these services than other age groups.

Table 6 shows the gaps between level of satisfaction and level of importance by age group. Results showed that parking services and campus bookstore had the largest negative gaps for all age groups. This implies that students from all age groups were less satisfied with these two services. Students from all age groups, except those over 50, indicated lower satisfaction with library facilities and services, cafeteria/snack bar, and academic counseling. Student Government and Affirmation Action Office received low importance and high satisfaction ratings (positive gaps) from all age groups.

Survey Themes

In general, students who were over 41 indicated higher satisfaction with all survey themes than younger students (see pages 65-68). Students between ages 18-20 indicated lower satisfaction with the *assessment* theme. In comparison with other groups, the 21-25 age group reported lower satisfaction with *counseling/advising*, *follow-up of student academic status*, and *course availability* themes. Questions related to the *follow-up of student academic status* theme received the lowest satisfaction ratings when compared with other survey themes.

Table 6: Gaps between Level of Satisfaction and Level of Importance by Age

SERVICES	Under 18	18-20	21-25	26-30	31-40	41-50	Over 50
Admissions Process	2.10%	-2.40%	-1.4%	-1.0%	-3.3%	-0.5%	2.6%
Course Registration Process	-6.00%	-5.10%	-6.4%	-2.4%	-2.9%	-3.0%	-2.4%
Curriculum/Instruction	2.00%	-6.40%	-6.2%	-4.8%	-7.9%	-3.6%	-6.5%
Campus Bookstore	-20.40%	-25.20%	-24.1%	-21.6%	-21.3%	-16.1%	-11.5%
Health Services	7.40%	7.30%	11.2%	12.2%	15.3%	13.5%	24.8%
Affirmative Action Office	14.70%	13.40%	17.7%	25.1%	17.9%	17.7%	28.0%
Assessment/Testing Center	0.50%	0.50%	1.8%	9.6%	9.1%	8.3%	20.0%
Financial Aid Service	-8.40%	-17.70%	-22.7%	-9.8%	-9.3%	-1.1%	1.2%
Tutoring Center	3.50%	2.20%	-0.4%	2.3%	1.3%	-2.2%	2.8%
Student Government	10.10%	16.90%	21.2%	20.1%	17.6%	19.4%	31.5%
Computer Labs	-5.80%	-7.90%	-6.4%	-6.3%	-7.8%	-7.4%	-6.3%
Library Facilities and Services	-12.20%	-12.50%	-22.7%	-19.3%	-15.6%	-18.8%	-2.1%
Accounting/Cashier Office	3.10%	-0.70%	4.9%	4.0%	5.1%	2.2%	14.5%
Cafeteria/Snack Bar	-14.00%	-15.90%	-22.1%	-17.0%	-14.8%	-20.7%	-4.0%
Academic Counseling	-13.10%	-12.70%	-24.6%	-15.6%	-14.3%	-11.8%	-2.1%
DSPS	9.20%	4.30%	8.2%	9.8%	8.3%	5.8%	13.4%
EOPS	0.20%	-3.20%	-0.2%	6.3%	-0.6%	2.3%	2.3%
New Student Orientation	-9.80%	0.90%	4.8%	5.8%	3.9%	-2.2%	7.1%
Student Affairs/Activities Office	4.00%	9.30%	13.1%	15.9%	13.7%	16.2%	20.2%
Transfer Center	-15.40%	-10.10%	-13.0%	-5.0%	-3.3%	-3.3%	13.8%
Learning Resource Center	2.80%	-1.20%	-0.6%	-2.7%	-2.1%	-3.1%	4.8%
Parking Services	-34.70%	-54.50%	-64.0%	-54.1%	-46.7%	-48.3%	-24.9%
AVERAGE	-3.6%	-5.5%	-6.0%	-2.2%	-2.6%	-2.6%	5.8%

Note: Gap indicates discrepancy between the percent of satisfaction (very satisfied and satisfied) and the percent of importance (very important and important)

Day/Evening Status

Service Areas

Satisfaction ratings were broken down by day/evening status for each question (see pages 69-73). Three groups were analyzed: those attending school during daytime only, those attending school during evening time only, and those attending school both day and evening. On average, evening students perceived the 22 services as less important than other groups; however, they reported higher satisfaction with those services.

Table 7 shows the gaps between the level of satisfaction and the level of importance by day/evening status. Results indicated that parking services, campus bookstore, library facilities and services, and academic counseling had the largest negative gaps for all three groups. This suggests that students from all three groups were less satisfied with these four services. Daytime students as well as day and evening students also expressed lower satisfaction with financial aid and cafeteria/snack bar services. Student Government, Affirmation Action Office, and Student Affairs/Activities Office received higher satisfaction ratings than their respective level of importance for all three groups. In general, evening students were more satisfied with these services than other groups as measure by relative smaller gaps in perceptions.

Survey Themes

On average, evening students indicated higher satisfaction with most of the survey themes than other groups (see pages 70-73). Questions related to the *follow-up of student academic status* theme received the lowest satisfaction ratings when compared with other survey themes.

Table 7: Gaps between Level of Satisfaction and Level of Importance by Day/Evening Status

SERVICES	Day	Evening	Both
Admissions Process	-1.68%	-0.21%	-1.8%
Course Registration Process	-3.39%	-5.50%	-5.1%
Curriculum/Instruction	-6.09%	-2.99%	-6.5%
Campus Bookstore	-24.89%	-14.34%	-21.5%
Health Services	10.54%	23.53%	6.9%
Affirmative Action Office	16.08%	21.88%	19.3%
Assessment/Testing Center	2.81%	14.19%	3.9%
Financial Aid Service	-17.55%	3.76%	-15.9%
Tutoring Center	-2.97%	9.94%	2.6%
Student Government	19.77%	25.69%	15.6%
Computer Labs	-7.68%	-1.91%	-8.7%
Library Facilities and Services	-17.08%	-11.40%	-19.7%
Accounting/Cashier Office	1.82%	7.36%	3.8%
Cafeteria/Snack Bar	-17.25%	-9.53%	-22.6%
Academic Counseling	-15.69%	-15.85%	-17.5%
DSPS	6.17%	16.06%	5.5%
EOPS	-1.48%	7.56%	0.3%
New Student Orientation	1.48%	9.95%	0.9%
Student Affairs/Activities Office	13.12%	16.40%	11.1%
Transfer Center	-9.49%	3.47%	-10.8%
Learning Resource Center	-1.25%	4.70%	-3.5%
Parking Services	-55.75%	-46.12%	-54.3%
AVERAGE	-5.0%	2.6%	-5.4%

Note: Gap indicates discrepancy between the percent of satisfaction (very satisfied and satisfied) and the percent of importance (very important and important)

New/Returning Status

Service Areas

Satisfaction ratings were broken down by new/continuing status for each question (see pages 74-77). Because of the small sample size in the category, concurrently enrolled high school students were taken out of this analysis. On average, no difference was found with respect to the perceived level of importance of the 22 services; however, new students indicated slightly higher satisfaction with those services than continuing students.

Table 8 shows the gaps between the level of satisfaction and level of importance by new/continuing students. Results indicated that parking services, campus bookstore, library facilities and services, academic counseling, and Financial Aid Services had the largest negative gaps for both groups. This implies that students were less satisfied with those services. Student Government, Affirmation Action Office, Student Affairs/Activities Office, and Health Services received higher satisfaction ratings than their respective level of importance for both groups.

Survey Themes

In general, new students were more satisfied with the themes related to *course availability* and *physical facilities* than continuing students (see pages 75-77). Questions related to the *follow-up of student academic status* theme received the lowest satisfaction ratings when compared with other survey themes.

Table 8: Gaps between Level of Satisfaction and Level of Importance by New/Continuing Status

SERVICES	New Student	Continuing Student
Admissions Process	-3.00%	-1.30%
Course Registration Process	-6.50%	-3.80%
Curriculum/Instruction	-3.00%	-6.60%
Campus Bookstore	-15.20%	-23.70%
Health Services	15.00%	11.10%
Affirmative Action Office	18.00%	18.10%
Assessment/Testing Center	4.10%	5.40%
Financial Aid Service	-11.70%	-14.30%
Tutoring Center	8.60%	-0.50%
Student Government	25.90%	18.00%
Computer Labs	-2.80%	-8.10%
Library Facilities and Services	-10.40%	-18.30%
Accounting/Cashier Office	0.90%	4.00%
Cafeteria/Snack Bar	3.80%	-22.20%
Academic Counseling	-11.00%	-17.10%
DSPS	11.00%	6.60%
EOPS	5.40%	-0.80%
New Student Orientation	-2.90%	4.10%
Student Affairs/Activities Office	12.80%	13.20%
Transfer Center	-4.80%	-8.30%
Learning Resource Center	3.70%	-2.30%
Parking Services	-41.10%	-56.10%
AVERAGE	-0.1%	-4.7%

Note: Gap indicates discrepancy between the percent of satisfaction (very satisfied and satisfied) and the percent of importance (very important and important)

Part-time/Full-time Status

Service Areas

Satisfaction ratings were broken down by part-time/full-time status for each question (see pages 78-81). Students who dropped all of their classes were taken out of this analysis. In general, no significant differences were found between the two groups with regard to the perceived level of importance and their satisfaction with the 22 services.

Table 9 shows the gaps between the level of satisfaction and the level of importance by part-time/full-time status. Results suggested that parking services, campus bookstore, library facilities and services, academic counseling, Financial Aid Services, and cafeteria/snack bar had the largest negative gaps for both groups. This implied that students from both groups were less satisfied with these services when compared with their perceived level of importance. Student Government and Affirmation Action Office received high satisfaction but low importance ratings from both groups. Part-time students also reported higher satisfaction with the Student Affairs/Activities Office. On average, part-time students were slightly more satisfied with these services than full-time students as measured by relative smaller gaps in perceptions.

Survey Themes

In general, no significant differences were found with respect to student satisfaction with survey themes, however, questions related to the *follow-up of student academic status* theme received the lowest satisfaction ratings when compared with other themes (see pages 79-81).

Table 9: Gaps between Level of Satisfaction and Level of Importance by New/Continuing Status

SERVICES	Part-time	Full-time
Admissions Process	-1.80%	-1.00%
Course Registration Process	-3.60%	-5.90%
Curriculum/Instruction	-6.40%	-4.80%
Campus Bookstore	-19.90%	-26.20%
Health Services	14.40%	7.00%
Affirmative Action Office	20.10%	14.60%
Assessment/Testing Center	5.50%	4.00%
Financial Aid Service	-11.70%	-17.80%
Tutoring Center	0.80%	1.00%
Student Government	22.70%	14.10%
Computer Labs	-6.70%	-7.80%
Library Facilities and Services	-15.40%	-19.70%
Accounting/Cashier Office	5.10%	0.30%
Cafeteria/Snack Bar	-13.50%	-24.40%
Academic Counseling	-15.40%	-17.50%
DSPS	9.10%	4.30%
EOPS	3.20%	-4.30%
New Student Orientation	3.90%	0.30%
Student Affairs/Activities Office	17.10%	6.30%
Transfer Center	-5.80%	-11.30%
Learning Resource Center	0.40%	-4.20%
Parking Services	-52.50%	-55.60%
AVERAGE	-2.3%	-6.8%

Note: Gap indicates discrepancy between the percent of satisfaction (very satisfied and satisfied) and the percent of importance (very important and important)

Student Comments

A content analysis was performed to identify themes from students' comments. The themes were summarized in Table 10.

Table 10: Identified Themes from Student Comments

College	Identified Themes
City	• Inadequate parking • Bad lighting at night • Increase shuttle service • Offer more flexible class schedules (including daytime, evenings and weekends) • Books cost too much/not enough books for classes • Food prices are too high in cafeteria/increase the selection of food in cafeteria • Library is too small/more resource books needed/extend library hours • More computers are needed • Improve quality of counseling services • Transfer Services staff need to be more knowledgeable and provide more accurate information

Chapter Summary

In general, demographic distributions of the respondents mirrored the corresponding distributions of City College's student population. Gap analyses showed that parking services, campus bookstore, cafeteria/snack bar, academic counseling, and library facilities and service had the largest negative gaps between the levels of importance and satisfaction, suggesting a need for improvement. In contrast, course registration process, admissions process, curriculum/instruction, and DSPS were ranked at the top of the high important/high satisfaction list. In terms of satisfaction with survey themes, *admissions and course registration* theme received the highest satisfaction ratings, followed by *curriculum and instruction*, and *academic development* themes. Questions addressing the *follow-up of student academic status* theme received the lowest satisfaction ratings.

Satisfaction ratings were broken down by gender, ethnicity, age, day/evening status, new/returning status, and part-time/full-time status. Results indicated that African Americans expressed lower satisfaction with Financial Aid Services and cafeteria/snack bar. Library facilities and services, cafeteria/snack bar, and academic counseling received lower satisfaction ratings from Hispanics. In terms of age groups, older students indicated higher satisfaction than younger students. Evening students expressed higher satisfaction than day and day/evening

students. In addition, new students were more satisfied than continuing students, while part-time students reported higher satisfaction than full-time students.

A content analysis was conducted to summarize themes among student comments. Students commented about inadequate parking, bad lighting at night, cost of books and food, more flexible course scheduling, and inadequate book selection in the library.

II

City College

Tables

Demographics of Survey Respondents -City College

	City Respondents		City Student Population	
Gender	#	%	#	%
Female	1,027	50.2%	7,748	52.2%
Male	1,012	49.4%	7,069	47.6%
Unknown	8	0.4%	25	0.2%
Total	2,047	100.0%	14,842	100.0%

	City Respondents		City Student Population	
Age	#	%	#	%
Under 18	52	2.5%	515	3.5%
18-20	518	25.3%	3,575	24.1%
21-25	532	26.0%	3,457	23.3%
26-30	320	15.6%	2,261	15.2%
31-40	320	15.6%	2,723	18.3%
41-50	221	10.8%	1,591	10.7%
Over 50	84	4.1%	720	4.9%
Total	2,047	100.0%	14,842	100.0%

	City Respondents		City Student Population	
Ethnicity	#	%	#	%
American Indian	14	0.7%	191	1.3%
Asian	203	9.9%	949	6.4%
African American	271	13.2%	2,368	16.0%
White	642	31.4%	5,047	34.0%
Hispanic	585	28.6%	3,814	25.7%
Filipino	92	4.5%	643	4.3%
Pac Islander	111	5.4%	795	5.4%
Other	120	5.9%	912	6.1%
Unknown	9	0.4%	123	0.8%
Total	2,047	100.0%	14,842	100.0%

	City Respondents		City Student Population	
Educational Objective	#	%	#	%
Obtain BA After AA	778	38.0%	5,036	33.9%
Obtain BA Without AA	221	10.8%	1,660	11.2%
Obtain AA Without Transfer	112	5.5%	713	4.8%
Obtain 2Yr Voc Degree W/O Transfer	31	1.5%	156	1.1%
Earn Voc Cert Without Transfer	47	2.3%	366	2.5%
Discover Career Interests	97	4.7%	609	4.1%
Prepare for New Career	154	7.5%	1,242	8.4%
Advance in Current Job/Career	88	4.3%	972	6.5%
Maintain Certificate/License	35	1.7%	243	1.6%
Educational Development	42	2.1%	519	3.5%
Improve Basic Skills	44	2.1%	234	1.6%
Complete Credits for HS Dip/GED	8	0.4%	108	0.7%
Undecided	363	17.7%	2,743	18.5%
Unknown	27	1.3%	241	1.6%
Total	2,047	100.0%	14,842	100.0%

Note: survey respondents only include those who provided valid ID numbers.

	City Respondents		City Student Population	
Enrollment Status	**#**	**%**	**#**	**%**
Current High School Student	4	0.2%	198	1.3%
First-Time Student	239	11.7%	1,585	10.7%
First-Time Transfer Student	144	7.0%	2,552	17.2%
Returning Transfer Student	58	2.8%	500	3.4%
Returning Student	98	4.8%	1,069	7.2%
Continuing Student	1,494	73.0%	8,790	59.2%
Unknown	10	0.5%	148	1.0%
Total	**2,047**	**100.0%**	**14,842**	**100.0%**

	City Respondents		City Student Population	
Employment Hours	**#**	**%**	**#**	**%**
Not Working	604	29.5%	4,042	27.2%
Working 1-9 Hrs/Week	72	3.5%	494	3.3%
Working 10-19 Hrs/Week	219	10.7%	1,357	9.1%
Working 20-29 Hrs/Week	408	19.9%	2,558	17.2%
Working 30-39 Hrs/Week	262	12.8%	1,859	12.5%
Working 40 or More Hrs/Week	459	22.4%	4,384	29.5%
Unknown	23	1.1%	148	1.0%
Total	**2,047**	**100.0%**	**14,842**	**100.0%**

	City Respondents		City Student Population	
First Generation	**#**	**%**	**#**	**%**
No	984	48.1%	7,892	53.2%
Yes	435	21.3%	3,275	22.1%
Unknown	628	30.7%	3,675	24.8%
Total	**2,047**	**100.0%**	**14,842**	**100.0%**

	City Respondents		City Student Population	
Day/Evening	**#**	**%**	**#**	**%**
Day Only	980	47.9%	6,181	41.6%
Evening Only	339	16.6%	3,694	24.9%
Both Day and Evening	671	32.8%	2,640	17.8%
Neither (dropped all courses)	57	2.8%	2,327	15.7%
Total	**2,047**	**100.0%**	**14,842**	**100.0%**

	City Respondents		City Student Population	
Part-time/Full-time	**#**	**%**	**#**	**%**
Part-time student*	1,223	59.7%	10,257	69.1%
Full-time student*	749	36.6%	2,066	13.9%
Dropped*	75	3.7%	2,519	17.0%
Total	**2,047**	**100.0%**	**14,842**	**100.0%**

** Part-time student: units enrolled < 12; Full-time student: units enrolled >= 12; Dropped: units enrolled = 0*

Note: survey respondents only include those who provided valid ID numbers.

STUDENT SATISFACTION SURVEY - City College

Survey responses: City: 2,587; Mesa: 5,203; Miramar: 1,234; District: 9, 024

Part I: Please rate the level of importance and your satisfaction with the following services:

Level of Importance							Level of Satisfaction					
# respondents	very important	important	unimportant	very unimportant	Total	SERVICES	# respondents	very satisfied	satisfied	dissatisfied	very dissatisfied	Total
2,410	57.9%	37.8%	2.7%	1.6%	100.0%	1. Admissions Process	2,446	31.1%	62.5%	4.9%	1.5%	100.0%
2,382	64.6%	32.5%	1.3%	1.6%	100.0%	2. Course Registration Process	2,441	38.9%	53.7%	5.8%	1.6%	100.0%
2,348	65.3%	31.0%	1.9%	1.7%	100.0%	3. Curriculum/Instruction	2,380	27.0%	63.3%	8.3%	1.4%	100.0%
2,365	43.8%	47.9%	6.2%	2.1%	100.0%	4. Campus Bookstore	2,394	17.8%	51.2%	21.6%	9.4%	100.0%
2,250	35.6%	41.8%	15.7%	6.9%	100.0%	5. Health Services	1,426	22.1%	65.1%	9.8%	3.0%	100.0%
2,084	26.3%	44.5%	17.4%	11.8%	100.0%	6. Affirmative Action Office	1,158	18.7%	68.3%	9.1%	4.0%	100.0%
2,203	34.0%	49.4%	11.0%	5.6%	100.0%	7. Assessment/Testing Center	1,665	21.4%	66.5%	9.5%	2.6%	100.0%
2,255	67.0%	23.2%	5.2%	4.6%	100.0%	8. Financial Aid Service	1,815	33.1%	43.3%	16.4%	7.3%	100.0%
2,255	52.9%	36.1%	7.2%	3.7%	100.0%	9. Tutoring Center	1,626	31.5%	57.6%	8.3%	2.5%	100.0%
2,146	19.9%	43.5%	23.8%	12.9%	100.0%	10. Student Government	1,230	17.6%	64.1%	13.7%	4.6%	100.0%
2,284	58.5%	34.2%	3.9%	3.4%	100.0%	11. Computer Labs	1,910	33.8%	51.5%	10.8%	3.9%	100.0%
2,315	61.2%	33.1%	3.1%	2.6%	100.0%	12. Library Facilities and Services	2,171	26.5%	51.3%	15.6%	6.6%	100.0%
2,257	31.4%	55.3%	9.4%	3.9%	100.0%	13. Accounting/Cashier Office	2,076	22.2%	67.4%	8.2%	2.1%	100.0%
2,300	33.8%	45.1%	16.1%	5.0%	100.0%	14. Cafetena/Snack Bar	2,227	14.3%	47.2%	23.3%	15.1%	100.0%
2,280	63.4%	30.5%	3.3%	2.8%	100.0%	15. Academic Counseling	2,056	25.2%	51.7%	15.8%	7.3%	100.0%
2,053	51.4%	34.0%	7.1%	7.5%	100.0%	16. DSPS	925	33.4%	58.8%	6.1%	1.7%	100.0%
2,102	50.0%	36.5%	7.6%	5.9%	100.0%	17. EOPS	1,245	31.6%	55.3%	10.0%	3.1%	100.0%
2,169	34.2%	44.6%	14.2%	7.1%	100.0%	18. New Student Orientation	1,515	21.8%	59.2%	13.9%	5.0%	100.0%
2,089	22.8%	50.3%	18.3%	8.6%	100.0%	19. Student Affairs/Activities Office	1,297	18.0%	67.3%	11.1%	3.5%	100.0%
2,176	52.3%	38.3%	5.3%	4.2%	100.0%	20. Transfer Center	1,518	21.0%	60.5%	13.9%	4.6%	100.0%
2,164	43.6%	44.6%	7.1%	4.3%	100.0%	21. Learning Resource Center	1,582	22.9%	64.1%	10.0%	3.0%	100.0%
2,265	60.2%	29.4%	5.6%	4.8%	100.0%	22. Parking Services	1,999	8.5%	27.6%	26.5%	37.5%	100.0%
2,234	**46.8%**	**39.3%**	**8.8%**	**5.1%**	**100.0%**	**Average**	**1,777**	**24.5%**	**57.2%**	**12.4%**	**6.0%**	**100.0%**

Note: "not applicable" is taken out of the calculation.

Part II: Please rate your level of agreement with the following statements:

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
Admission and Course Registration						
1. I did not have any problems with the application process.	**2,512**	42.0%	48.4%	7.2%	2.4%	100.0%
2. Admissions staff were helpful throughout the application process.	**2,451**	33.3%	54.5%	9.5%	2.7%	100.0%
3. Overall, I was satisfied with the application process.	**2,517**	32.8%	59.6%	6.4%	1.2%	100.0%
4. The information presented in the class schedule is clear and easy to understand.	**2,528**	37.3%	54.7%	7.1%	0.8%	100.0%
5. The ClassTalk registration process is easy to use.	**2,530**	53.2%	42.0%	3.5%	1.3%	100.0%
Average	**2,508**	**39.7%**	**51.8%**	**6.7%**	**1.7%**	**100.0%**
Orientation						
	1,304	24.3%	51.9%	18.9%	4.8%	100.0%
2. The new student orientation I attended was well organized.	**1,230**	22.8%	57.0%	16.4%	3.7%	100.0%
3. Student orientation is effective in helping new students adjust to the college.	**1,450**	29.6%	54.1%	12.7%	3.7%	100.0%
4. It should be mandatory for all new students to attend a new student orientation.	**1,772**	34.1%	38.8%	18.6%	8.5%	100.0%
Average	**1,439**	**27.7%**	**50.5%**	**16.7%**	**5.2%**	**100.0%**
Assessment						
1. The reading and writing assessment test helped me enroll in the appropriate level English class.	**1,774**	32.7%	50.2%	11.0%	6.1%	100.0%
2. The math assessment test helped me enroll in the appropriate level math class.	**1,758**	30.7%	49.4%	12.3%	7.6%	100.0%
3. Counselors/assessment staff clearly explained the assessment results to me.	**1,766**	23.3%	46.3%	19.3%	11.1%	100.0%
4. Assessment tests were offered frequently and at times that met my needs.	**1,716**	21.3%	51.1%	18.6%	9.0%	100.0%
Average	**1,754**	**27.0%**	**49.3%**	**15.3%**	**8.5%**	**100.0%**
Counseling/Advising						
1. The counseling session(s) helped me clarify my educational goal.	**2,027**	26.1%	45.5%	19.1%	9.3%	100.0%
2. The counseling session(s) helped me select courses I need to attain my educational goal.	**2,041**	29.3%	47.4%	14.6%	8.7%	100.0%
3. The counselor(s) helped me understand course prerequisites.	**2,045**	27.8%	49.9%	14.4%	7.8%	100.0%
4. Counseling session(s) are informative and helpful.	**2,105**	30.7%	48.8%	13.1%	7.4%	100.0%
5. Counselors are interested in helping students.	**2,116**	28.9%	52.1%	12.0%	7.0%	100.0%
6. Counselors care about me as an individual.	**2,045**	22.8%	46.1%	21.3%	9.8%	100.0%
7. Counselors are concerned about my academic success.	**2,066**	24.0%	48.5%	18.5%	9.1%	100.0%
Average	**2,064**	**27.1%**	**48.3%**	**16.1%**	**8.4%**	**100.0%**
Follow-up of Student Academic Status						
1. The college has done a good job in following up with student academic status.	**1,909**	16.4%	47.9%	25.9%	9.8%	100.0%
2. I am adequately informed about my academic status.	**2,036**	12.8%	31.0%	40.7%	15.4%	100.0%
3. College is responsive in helping students improve academic performance.	**2,007**	19.0%	51.6%	23.3%	6.2%	100.0%
4. Counselors have helped me to understand my academic status.	**1,916**	17.5%	45.8%	25.4%	11.3%	100.0%
Average	**1,967**	**16.4%**	**44.1%**	**28.8%**	**10.7%**	**100.0%**
Course Availability						
1. *General Education* courses are offered in sufficient numbers and at various times for me to complete my educational goal within a reasonable period of time.	**2,328**	19.6%	59.2%	16.9%	4.3%	100.0%
2. A variety of *courses in my major* are offered to complete my educational goal within a reasonable period of time.	**2,336**	17.2%	56.5%	20.2%	6.0%	100.0%
3. Generally, I am able to get the classes I need to meet my educational goal.	**2,432**	21.7%	61.9%	12.9%	3.5%	100.0%
Average	**2,365**	**19.5%**	**59.2%**	**16.7%**	**4.6%**	**100.0%**

Note: "not applicable" is taken out of the calculation.

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
Curriculum and Instruction						
1. I feel at ease talking with my instructor(s) outside of the classroom.	**2,449**	29.7%	57.4%	11.0%	1.9%	100.0%
2. In general, instructors attempt to be fair and objective in their presentation of course materials.	**2,523**	30.7%	63.2%	4.9%	1.1%	100.0%
3. In general, instructors clearly define how I will be graded.	**2,523**	35.1%	59.3%	5.0%	0.6%	100.0%
4. Faculty care about their students' success.	**2,434**	26.8%	59.9%	11.7%	1.7%	100.0%
5. Faculty have been available for help outside of class.	**2,311**	27.9%	58.4%	11.9%	1.9%	100.0%
6. I believe my courses will prepare me well for future employment.	**2,454**	34.6%	55.4%	8.1%	1.8%	100.0%
7. I believe my courses will prepare me well for transfer to a 4 year institution.	**2,313**	35.7%	57.8%	5.8%	0.8%	100.0%
8. Overall, I am satisfied with the course content in most of my classes.	**2,523**	31.9%	61.2%	6.1%	0.8%	100.0%
9. The amount of homework in most of my classes was fair.	**2,521**	27.6%	62.5%	8.1%	1.8%	100.0%
10. Most of the classes I took were interesting.	**2,392**	31.1%	59.8%	8.2%	1.0%	100.0%
11. I am satisfied with the overall quality of instruction.	**2,508**	31.8%	60.0%	6.9%	1.2%	100.0%
Average	**2,450**	**31.2%**	**59.5%**	**8.0%**	**1.3%**	**100.0%**
Course Scheduling						
1. The college should offer more Information Technology courses.	**1,888**	35.5%	52.2%	10.8%	1.5%	100.0%
2. The college should offer more flexible course scheduling.	**2,314**	43.9%	46.4%	8.7%	1.0%	100.0%
3. The college should offer more short-term courses.	**2,203**	40.0%	46.0%	11.7%	2.3%	100.0%
Average	**2,135**	**39.8%**	**48.2%**	**10.4%**	**1.6%**	**100.0%**
Physical Facilities						
other resource materials for my needs.	**2,044**	17.3%	49.9%	19.9%	13.0%	100.0%
2. Library staff are nice and helpful.	**2,098**	23.5%	59.9%	12.4%	4.2%	100.0%
3. The library is open when I need it.	**2,145**	23.2%	60.5%	12.0%	4.3%	100.0%
4. In general, classroom facilities are adequate for instruction.	**2,409**	18.3%	66.3%	12.7%	2.8%	100.0%
5. Computer labs are equipped with updated computers and software.	**2,023**	24.9%	61.7%	10.7%	2.7%	100.0%
6. I am satisfied with services provided by library staff.	**2,064**	21.2%	63.2%	11.9%	3.7%	100.0%
7. I am satisfied with services provided by the campus book store.	**2,398**	17.4%	59.2%	16.3%	7.0%	100.0%
8. The availability of computer labs is sufficient to meet my educational needs.	**2,014**	22.5%	60.0%	12.8%	4.7%	100.0%
9. There is adequate study space on campus.	**2,346**	22.8%	56.5%	15.5%	5.1%	100.0%
Average	**2,171**	**21.2%**	**59.7%**	**13.8%**	**5.3%**	**100.0%**
Campus Climate						
1. College staff have been helpful.	**2,463**	22.3%	70.5%	6.3%	0.9%	100.0%
2. I feel valued as a student.	**2,436**	19.0%	62.2%	17.1%	1.8%	100.0%
3. Students are friendly.	**2,473**	20.1%	70.2%	8.6%	1.1%	100.0%
4. I feel a sense of belonging in this college.	**2,414**	20.3%	61.9%	15.2%	2.6%	100.0%
5. I feel comfortable in the college environment.	**2,495**	24.2%	68.5%	6.2%	1.1%	100.0%
6. I feel safe on campus.	**2,481**	22.5%	67.3%	8.2%	2.1%	100.0%
7. I am treated with respect at this college.	**2,447**	24.1%	70.0%	5.2%	0.7%	100.0%
8. Students have a substantial voice in matters related to programs and services.	**2,014**	18.3%	61.9%	16.1%	3.7%	100.0%
Average	**2,403**	**21.4%**	**66.6%**	**10.4%**	**1.8%**	**100.0%**
Financial Aid and Fees						
1. Overall, I am satisfied with financial aid services.	**1,833**	32.6%	45.1%	14.8%	7.5%	100.0%
2. Student fees and tuition are affordable.	**2,292**	37.1%	52.2%	7.4%	3.3%	100.0%
3. Fee refund policies are reasonable.	**2,026**	28.5%	55.6%	11.2%	4.6%	100.0%
Average	**2,050**	**32.7%**	**51.0%**	**11.1%**	**5.1%**	**100.0%**

Note: "not applicable" is taken out of the calculation.

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
Support Services						
1. Transfer center services are useful in helping students transfer.	**1,525**	26.4%	60.8%	9.6%	3.2%	100.0%
2. DSPS (disabled students) services are always available when I need them.	**776**	30.3%	61.5%	6.1%	2.2%	100.0%
3. DSPS staff are nice and willing to help.	**807**	31.8%	61.3%	5.3%	1.5%	100.0%
4. Transfer center services are informative and helpful.	**1,411**	22.6%	62.9%	11.0%	3.5%	100.0%
5. EOPS (Educational Opportunities Programs and Services) staff are helpful.	**1,176**	31.5%	56.5%	9.0%	2.9%	100.0%
Average	**1,139**	**28.5%**	**60.6%**	**8.2%**	**2.7%**	**100.0%**
Academic Development						
in written and oral communication.	**2,056**	28.8%	63.3%	6.1%	1.8%	100.0%
2. The General Education classes developed my critical thinking skills.	**2,095**	27.8%	64.1%	6.6%	1.5%	100.0%
3. The General Education classes developed my academic abilities in math and quantitative skills.	**2,013**	26.3%	64.4%	7.4%	1.8%	100.0%
4. The college education developed my occupational competence.	**2,116**	26.1%	63.8%	8.4%	1.7%	100.0%
Average	**2,070**	**27.3%**	**63.9%**	**7.1%**	**1.7%**	**100.0%**
Personal Development						
1. I am more aware of and appreciate human diversity after attending this college.	**2,311**	34.0%	55.0%	9.3%	1.7%	100.0%
2. The college education helped me to understand myself better.	**2,300**	27.9%	55.4%	14.0%	2.6%	100.0%
3. I have gained knowledge in different fields.	**2,373**	32.1%	62.0%	5.1%	0.8%	100.0%
4. I have gained computer skills.	**2,011**	25.8%	50.3%	19.3%	4.7%	100.0%
5. I have learned about other parts of the world and other people.	**2,252**	29.4%	58.0%	10.2%	2.4%	100.0%
6. I have gained interpersonal skills by interacting with people on campus.	**2,280**	28.2%	58.3%	11.1%	2.4%	100.0%
Average	**2,255**	**29.6%**	**56.5%**	**11.5%**	**2.4%**	**100.0%**

Note: "not applicable" is taken out of the calculation.

Part III: General Questions

1. Outside of class time, how many hours do you spend on campus during a typical week?

	City	
Responses	**#**	**%**
Less than 1 hour	747	29.8%
1-5 hours	1,033	41.3%
6-10 hours	347	13.9%
11-15 hours	170	6.8%
16-20 hours	105	4.2%
More than 20 hours	102	4.1%
Total	**2,504**	**100.0%**

2. How many hours do you spend during a typical week studying or doing homework?

	City	
Responses	**#**	**%**
Less than 1 hour	88	3.5%
1-5 hours	1,000	39.8%
6-10 hours	765	30.4%
11-15 hours	369	14.7%
16-20 hours	176	7.0%
More than 20 hours	115	4.6%
Total	**2,513**	**100.0%**

3. What is the highest level of formal education attained by either of your parents?

	City	
Responses	**#**	**%**
Grammar school or less	293	11.8%
Some high school	267	10.8%
High school graduate	506	20.4%
Some college	543	21.9%
College degree	524	21.1%
Some graduate school	63	2.5%
Graduate degree	286	11.5%
Total	**2,482**	**100.0%**

4. How many semester have you been enrolled at City, Mesa, Miramar, or ECC?

	City
Average # semesters	3.87

Student Satisfaction by Gender - City College

Part I: Please rate the level of importance and your satisfaction with the following services:

Level of Importance				Level of Satisfaction		
Female	Male	Total		Female	Male	Total
			SERVICES			
97.1%	94.8%	96.0%	1. Admissions Process	94.8%	94.0%	94.4%
98.2%	96.6%	97.4%	2. Course Registration Process	93.4%	92.6%	93.0%
97.5%	95.4%	96.5%	3. Curriculum/Instruction	92.9%	88.4%	90.7%
93.3%	90.5%	91.9%	4. Campus Bookstore	71.6%	67.8%	69.7%
80.4%	74.0%	77.3%	5. Health Services	91.3%	86.3%	88.8%
75.8%	64.8%	70.2%	6. Affirmative Action Office	90.0%	86.9%	88.3%
85.6%	80.5%	83.1%	7. Assessment/Testing Center	89.6%	86.7%	88.1%
93.5%	87.6%	90.5%	8. Financial Aid Service	77.9%	75.3%	76.6%
91.6%	86.1%	88.9%	9. Tutoring Center	90.5%	89.3%	89.9%
66.5%	59.3%	62.8%	10. Student Government	87.0%	77.6%	82.2%
94.5%	91.1%	92.8%	11. Computer Labs	88.1%	83.2%	85.6%
96.0%	93.3%	94.7%	12. Library Facilities and Services	77.0%	78.4%	77.7%
89.6%	84.5%	87.1%	13. Accounting/Cashier Office	91.9%	89.0%	90.5%
83.0%	75.9%	79.5%	14. Cafeteria/Snack Bar	65.9%	57.9%	62.0%
96.2%	92.6%	94.4%	15. Academic Counseling	79.4%	77.1%	78.3%
88.4%	82.9%	85.6%	16. DSPS	92.3%	93.4%	92.9%
89.7%	83.5%	86.6%	17. EOPS	86.8%	87.0%	86.9%
81.8%	77.0%	79.4%	18. New Student Orientation	83.4%	80.9%	82.1%
76.2%	70.3%	73.2%	19. Student Affairs/Activities Office	87.5%	85.3%	86.4%
93.4%	87.8%	90.6%	20. Transfer Center	82.8%	82.9%	82.8%
92.3%	85.7%	89.0%	21. Learning Resource Center	89.6%	85.8%	87.7%
91.9%	87.4%	89.7%	22. Parking Services	36.2%	36.1%	36.1%
88.8%	**83.7%**	**86.2%**	**Average**	**83.6%**	**81.0%**	**82.3%**

Note 1: importance includes "very important" and "important"

Note 2: satisfaction includes "very satisfied" and "satisfied".

Note 3: "not applicable" is taken out of the calculation.

Part II: Please rate your level of agreement with the following statements:

	Female	Male	Total
Admission and Course Registration			
1. I did not have any problems with the application process.	89.3%	91.6%	90.4%
2. Admissions staff were helpful throughout the application process.	86.8%	90.8%	88.8%
3. Overall, I was satisfied with the application process.	93.1%	93.1%	93.1%
4. The information presented in the class schedule is clear and easy to understand.	92.8%	90.5%	91.6%
5. The ClassTalk registration process is easy to use.	96.4%	93.6%	95.0%
Average	**91.7%**	**91.9%**	**91.8%**
Orientation			
	75.8%	78.1%	77.0%
2. The new student orientation I attended was well organized.	81.6%	79.0%	80.2%
3. Student orientation is effective in helping new students adjust to the college.	84.4%	83.9%	84.1%
4. It should be mandatory for all new students to attend a new student orientation.	73.3%	72.8%	73.0%
Average	**78.8%**	**78.5%**	**78.6%**
Assessment			
1. The reading and writing assessment test helped me enroll in the appropriate level English class.	83.1%	83.4%	83.3%
2. The math assessment test helped me enroll in the appropriate level math class.	80.5%	82.1%	81.3%
3. Counselors/assessment staff clearly explained the assessment results to me.	68.3%	74.3%	71.3%
4. Assessment tests were offered frequently and at times that met my needs.	71.5%	74.5%	73.0%
Average	**75.9%**	**78.6%**	**77.2%**
Counseling/Advising			
1. The counseling session(s) helped me clarify my educational goal.	70.9%	74.5%	72.6%
2. The counseling session(s) helped me select courses I need to attain my educational goal.	75.6%	79.7%	77.6%
3. The counselor(s) helped me understand course prerequisites.	76.5%	80.6%	78.5%
4. Counseling session(s) are informative and helpful.	80.1%	81.3%	80.7%
5. Counselors are interested in helping students.	81.6%	84.0%	82.8%
6. Counselors care about me as an individual.	68.6%	72.2%	70.4%
7. Counselors are concerned about my academic success.	72.4%	74.9%	73.6%
Average	**75.1%**	**78.2%**	**76.6%**
Follow-up of Student Academic Status			
1. The college has done a good job in following up with student academic status.	62.9%	66.6%	64.8%
2. I am adequately informed about my academic status.	45.1%	43.0%	44.1%
3. College is responsive in helping students improve academic performance.	70.5%	72.0%	71.3%
4. Counselors have helped me to understand my academic status.	61.9%	66.1%	64.0%
Average	**60.1%**	**61.9%**	**61.1%**
Course Availability			
1. *General Education* courses are offered in sufficient numbers and at various times for me to complete my educational goal within a reasonable period of time.	78.5%	81.8%	80.1%
2. A variety of *courses in my major* are offered to complete my educational goal within a reasonable period of time.	73.8%	75.8%	74.7%
3. Generally, I am able to get the classes I need to meet my educational goal.	84.3%	84.7%	84.5%
Average	**78.9%**	**80.8%**	**79.8%**

Note 1: satisfaction includes "strongly agree" and "agree".

Note 2: "not applicable" is taken out of the calculation.

City College

	Female	Male	Total
Curriculum and Instruction			
1. I feel at ease talking with my instructor(s) outside of the classroom.	87.5%	87.7%	87.6%
2. In general, instructors attempt to be fair and objective in their presentation of course materials.	94.1%	95.0%	94.5%
3. In general, instructors clearly define how I will be graded.	94.8%	94.8%	94.8%
4. Faculty care about their students' success.	88.0%	87.4%	87.7%
5. Faculty have been available for help outside of class.	89.8%	85.5%	87.7%
6. I believe my courses will prepare me well for future employment.	91.7%	90.1%	90.9%
7. I believe my courses will prepare me well for transfer to a 4 year institution.	95.5%	92.3%	93.9%
8. Overall, I am satisfied with the course content in most of my classes.	94.9%	93.1%	94.0%
9. The amount of homework in most of my classes was fair.	90.1%	91.0%	90.6%
10. Most of the classes I took were interesting.	90.9%	91.9%	91.4%
11. I am satisfied with the overall quality of instruction.	93.3%	92.2%	92.8%
Average	**91.9%**	**91.0%**	**91.4%**
Course Scheduling			
1. The college should offer more Information Technology courses.	86.3%	88.6%	87.5%
2. The college should offer more flexible course scheduling.	89.7%	90.3%	90.0%
3. The college should offer more short-term courses.	87.3%	83.6%	85.4%
Average	**87.8%**	**87.5%**	**87.6%**
Physical Facilities			
1. The campus library has an adequate and up-to-date selection of books, periodicals, and other resource materials for my needs.	67.2%	67.0%	67.1%
2. Library staff are nice and helpful.	81.7%	86.1%	83.9%
3. The library is open when I need it.	85.0%	84.1%	84.6%
4. In general, classroom facilities are adequate for instruction.	84.9%	85.4%	85.2%
5. Computer labs are equipped with updated computers and software.	91.2%	84.6%	87.9%
6. I am satisfied with services provided by library staff.	83.4%	87.8%	85.6%
7. I am satisfied with services provided by the campus book store.	78.2%	75.5%	76.9%
8. The availability of computer labs is sufficient to meet my educational needs.	84.1%	82.3%	83.2%
9. There is adequate study space on campus.	78.6%	80.4%	79.5%
Average	**81.6%**	**81.5%**	**81.5%**
Campus Climate			
1. College staff have been helpful.	93.4%	93.9%	93.6%
2. I feel valued as a student.	83.5%	81.4%	82.5%
3. Students are friendly.	90.9%	91.1%	91.0%
4. I feel a sense of belonging in this college.	82.8%	82.7%	82.8%
5. I feel comfortable in the college environment.	92.3%	94.2%	93.3%
6. I feel safe on campus.	87.4%	93.3%	90.3%
7. I am treated with respect at this college.	95.5%	94.4%	95.0%
8. Students have a substantial voice in matters related to programs and services.	83.5%	77.6%	80.5%
Average	**88.7%**	**88.6%**	**88.6%**
Financial Aid and Fees			
1. Overall, I am satisfied with financial aid services.	80.1%	76.7%	78.4%
2. Student fees and tuition are affordable.	89.8%	90.1%	90.0%
3. Fee refund policies are reasonable.	82.6%	80.3%	81.6%
Average	**84.2%**	**82.4%**	**83.3%**

Note 1: satisfaction includes "strongly agree" and "agree".

Note 2: "not applicable" is taken out of the calculation.

	Female	Male	Total
Support Services			
1. Transfer center services are useful in helping students transfer.	89.5%	87.3%	88.4%
2. DSPS (disabled students) services are always available when I need them.	92.9%	93.1%	93.0%
3. DSPS staff are nice and willing to help.	94.5%	94.3%	94.4%
4. Transfer center services are informative and helpful.	87.1%	86.0%	86.6%
5. EOPS (Educational Opportunities Programs and Services) staff are helpful.	88.8%	89.6%	89.2%
Average	**90.6%**	**90.1%**	**90.3%**
Academic Development			
1. The General Education classes (i.e., English, math, etc.) developed my academic skills in written and oral communication.	93.6%	92.2%	92.9%
2. The General Education classes developed my critical thinking skills.	92.7%	92.3%	92.5%
3. The General Education classes developed my academic abilities in math and quantitative skills.	90.9%	91.9%	91.4%
4. The college education developed my occupational competence.	91.4%	89.7%	90.5%
Average	**92.2%**	**91.5%**	**91.8%**
Personal Development			
1. I am more aware of and appreciate human diversity after attending this college.	90.0%	88.9%	89.4%
2. The college education helped me to understand myself better.	84.8%	84.3%	84.5%
3. I have gained knowledge in different fields.	94.9%	93.6%	94.3%
4. I have gained computer skills.	74.2%	78.5%	76.4%
5. I have learned about other parts of the world and other people.	89.1%	87.7%	88.4%
6. I have gained interpersonal skills by interacting with people on campus.	88.3%	86.7%	87.5%
Average	**86.9%**	**86.6%**	**86.8%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.

Student Satisfaction by Ethnicity - City College

Part I: Please rate the level of <u>importance</u> and your <u>satisfaction</u> with the following services:

Level of Importance								Level of Satisfaction						
Asian/Pac Islander	African American	White	Hispanic	Filipino	Other	Total	SERVICES	Asian/Pac Islander	African American	White	Hispanic	Filipino	Other	Total
97.9%	96.7%	94.1%	97.7%	98.9%	89.3%	95.9%	1. Admissions Process	95.9%	94.7%	92.8%	94.9%	97.7%	95.9%	94.4%
97.4%	97.1%	96.9%	98.3%	100.0%	92.1%	97.5%	2. Course Registration Process	94.9%	93.9%	91.7%	94.3%	95.3%	93.1%	93.0%
95.3%	96.2%	97.1%	96.7%	98.9%	92.9%	96.4%	3. Curriculum/Instruction	92.2%	92.4%	89.3%	91.3%	88.2%	91.8%	90.7%
91.6%	95.4%	88.3%	93.7%	93.1%	90.1%	91.9%	4. Campus Bookstore	74.1%	77.3%	66.7%	71.3%	67.4%	70.1%	69.7%
84.3%	85.8%	64.8%	83.4%	83.6%	81.9%	77.3%	5. Health Services	88.7%	93.3%	88.5%	88.8%	84.9%	90.2%	88.9%
81.6%	88.6%	50.9%	77.6%	76.8%	75.0%	70.3%	6. Affirmative Action Office	90.7%	88.2%	91.0%	86.6%	93.4%	88.4%	88.3%
86.4%	89.3%	75.1%	87.3%	87.2%	82.3%	83.1%	7. Assessment/Testing Center	87.7%	89.2%	88.5%	87.8%	88.5%	90.2%	88.1%
90.7%	98.0%	85.5%	93.9%	90.2%	85.6%	90.5%	8. Financial Aid Service	86.5%	76.1%	72.3%	79.9%	82.1%	76.7%	76.5%
91.5%	95.4%	82.4%	92.1%	89.3%	90.7%	88.9%	9. Tutoring Center	91.9%	94.7%	86.6%	91.1%	90.4%	91.8%	90.0%
68.1%	75.6%	49.2%	69.5%	69.1%	68.5%	62.8%	10. Student Government	82.4%	85.8%	83.0%	81.3%	90.5%	86.2%	82.1%
93.1%	95.4%	89.0%	95.4%	95.2%	89.8%	92.7%	11. Computer Labs	87.0%	91.9%	83.0%	84.9%	91.1%	83.7%	85.6%
94.2%	94.6%	93.5%	96.6%	96.5%	92.0%	61.5%	12. Library Facilities and Services	80.5%	86.8%	73.4%	78.6%	74.3%	81.9%	77.6%
87.6%	92.0%	83.2%	90.1%	91.9%	81.2%	87.1%	13. Accounting/Cashier Office	84.3%	90.7%	93.0%	90.4%	87.2%	93.8%	90.5%
77.8%	85.7%	75.9%	79.3%	88.4%	79.1%	79.5%	14. Cafeteria/Snack Bar	70.1%	64.3%	61.3%	60.7%	72.3%	55.0%	62.0%
92.4%	95.4%	92.7%	95.9%	95.4%	93.6%	94.4%	15. Academic Counseling	84.7%	87.3%	75.3%	77.4%	79.7%	75.6%	78.3%
89.3%	88.5%	81.3%	87.5%	88.8%	84.5%	85.6%	16. DSPS	91.9%	95.3%	92.1%	95.3%	96.9%	87.8%	92.9%
90.2%	92.5%	79.1%	91.0%	88.8%	82.6%	86.6%	17. EOPS	93.0%	88.9%	81.9%	87.4%	94.3%	87.7%	86.9%
82.1%	86.4%	72.5%	84.2%	77.6%	80.6%	79.4%	18. New Student Orientation	91.6%	84.7%	80.8%	80.1%	76.0%	80.0%	82.1%
76.7%	81.8%	61.5%	79.7%	78.3%	74.7%	73.2%	19. Student Affairs/Activities Office	87.7%	88.2%	86.2%	86.7%	81.3%	88.2%	86.2%
93.2%	91.7%	86.8%	92.6%	93.9%	89.1%	90.6%	20. Transfer Center	89.5%	91.4%	78.9%	83.7%	79.0%	84.7%	82.8%
87.0%	91.7%	84.3%	91.6%	94.0%	93.5%	88.9%	21. Learning Resource Center	87.9%	91.9%	87.9%	88.2%	86.7%	86.5%	87.7%
93.7%	88.6%	89.1%	88.5%	95.3%	87.1%	89.7%	22. Parking Services	44.5%	44.3%	32.5%	32.6%	36.7%	45.2%	36.1%
88.3%	**91.0%**	**80.6%**	**89.2%**	**89.6%**	**85.3%**	**84.7%**	**Average**	**85.4%**	**86.0%**	**80.8%**	**82.4%**	**83.4%**	**82.9%**	**82.3%**

Note 1: importance includes "very important" and "important"

Note 2: satisfaction includes "very satisfied" and "satisfied".

Note 3: "not applicable" is taken out of the calculation.

Note 4: American Indian is taken out because of the small sample.

Part II: Please rate your level of agreement with the following statements:

	Asian/Pac Islander	African American	White	Hispanic	Filipino	Other	Total
Admission and Course Registration							
1. I did not have any problems with the application process.	91.2%	91.2%	90.2%	91.6%	91.2%	83.9%	90.4%
2. Admissions staff were helpful throughout the application process.	93.0%	89.6%	89.2%	88.6%	89.0%	85.0%	88.7%
3. Overall, I was satisfied with the application process.	94.1%	94.4%	91.9%	93.9%	95.6%	91.2%	93.2%
4. The information presented in the class schedule is clear and easy to understand.	92.3%	89.7%	91.2%	93.1%	98.9%	92.3%	91.6%
5. The ClassTalk registration process is easy to use.	97.2%	95.9%	94.5%	95.4%	96.7%	90.4%	95.0%
Average	**93.6%**	**92.2%**	**91.4%**	**92.5%**	**94.3%**	**88.6%**	**91.8%**
Orientation							
	86.4%	79.3%	75.5%	74.8%	77.5%	77.1%	77.0%
2. The new student orientation I attended was well organized.	84.8%	84.6%	84.1%	76.0%	78.8%	82.8%	80.1%
3. Student orientation is effective in helping new students adjust to the college.	90.5%	86.1%	84.2%	81.9%	85.9%	88.9%	84.1%
4. It should be mandatory for all new students to attend a new student orientation.	77.6%	82.5%	64.1%	76.8%	76.2%	76.3%	73.2%
Average	**84.8%**	**83.1%**	**77.0%**	**77.4%**	**79.6%**	**81.3%**	**78.6%**
Assessment							
1. The reading and writing assessment test helped me enroll in the appropriate level English class.	83.9%	82.1%	83.3%	83.5%	86.2%	82.6%	83.4%
2. The math assessment test helped me enroll in the appropriate level math class.	84.7%	83.6%	79.3%	81.7%	87.9%	78.2%	81.2%
3. Counselors/assessment staff clearly explained the assessment results to me.	78.9%	79.8%	67.9%	67.8%	80.0%	64.9%	71.3%
4. Assessment tests were offered frequently and at times that met my needs.	78.4%	79.1%	67.2%	73.7%	78.2%	75.7%	73.0%
Average	**81.5%**	**81.2%**	**74.4%**	**76.7%**	**83.1%**	**75.4%**	**77.2%**
Counseling/Advising							
1. The counseling session(s) helped me clarify my educational goal.	84.0%	82.8%	67.0%	71.5%	74.7%	68.9%	72.5%
2. The counseling session(s) helped me select courses I need to attain my educational goal.	87.7%	86.6%	72.5%	76.3%	78.9%	75.5%	77.5%
3. The counselor(s) helped me understand course prerequisites.	88.3%	82.5%	75.7%	76.9%	80.8%	73.9%	78.5%
4. Counseling session(s) are informative and helpful.	89.6%	89.6%	75.6%	80.2%	86.5%	75.8%	80.6%
5. Counselors are interested in helping students.	87.3%	87.0%	82.6%	81.8%	84.9%	81.3%	82.8%
6. Counselors care about me as an individual.	77.7%	78.4%	69.2%	65.4%	8[illegible]3%	68.2%	70.4%
7. Counselors are concerned about my academic success.	79.3%	81.5%	71.6%	70.5%	82.0%	72.8%	73.7%
Average	**84.1%**	**84.1%**	**74.7%**	**81.6%**	**73.8%**	**76.6%**	**73.7%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.
Note 3: American Indian is taken out because of the small sample.

	Asian/Pac Islander	African American	White	Hispanic	Filipino	Other	Total
Follow-up of Student Academic Status							
1. The college has done a good job in following up with student academic status.	78.3%	70.2%	55.1%	66.7%	71.4%	70.1%	64.7%
2. I am adequately informed about my academic status.	37.1%	40.6%	47.8%	43.7%	40.5%	51.1%	44.0%
3. College is responsive in helping students improve academic performance.	80.0%	75.0%	68.2%	71.5%	69.0%	69.2%	71.4%
4. Counselors have helped me to understand my academic status.	78.4%	71.4%	56.8%	62.3%	72.8%	63.6%	64.0%
Average	**68.5%**	**64.3%**	**57.0%**	**61.1%**	**63.4%**	**63.5%**	**61.0%**
Course Availability							
1. *General Education* educational goal within a reasonable period of time.	80.1%	81.7%	82.2%	76.8%	80.2%	85.2%	80.1%
2. A variety of *courses in my major* are offered to complete my educational goal within a reasonable period of time.	79.7%	79.7%	73.9%	73.1%	80.8%	75.6%	74.7%
3. Generally, I am able to get the classes I need to meet my educational goal.	84.8%	86.4%	86.3%	83.9%	85.1%	83.5%	84.4%
Average	**81.5%**	**82.6%**	**80.8%**	**77.9%**	**82.0%**	**81.4%**	**79.7%**
Curriculum and Instruction							
1. I feel at ease talking with my instructor(s) outside of the classroom.	87.7%	90.6%	89.9%	83.7%	91.0%	88.3%	87.5%
2. In general, instructors attempt to be fair and objective in their presentation of course materials.	94.3%	91.6%	96.2%	94.0%	94.5%	96.2%	94.5%
3. In general, instructors clearly define how I will be graded.	95.7%	94.6%	95.4%	94.3%	95.7%	95.3%	94.8%
4. Faculty care about their students' success.	89.8%	84.6%	89.7%	85.5%	90.1%	91.3%	87.6%
5. Faculty have been available for help outside of class.	87.8%	86.5%	89.5%	85.8%	87.9%	89.9%	87.6%
6. I believe my courses will prepare me well for future employment.	93.1%	94.2%	89.0%	92.6%	93.3%	88.9%	90.9%
7. I believe my courses will prepare me well for transfer to a 4 year institution.	97.5%	93.4%	91.9%	94.4%	94.1%	97.0%	93.8%
8. Overall, I am satisfied with the course content in most of my classes.	96.6%	94.7%	94.0%	93.6%	93.4%	96.3%	94.0%
9. The amount of homework in most of my classes was fair.	91.8%	88.0%	92.5%	88.9%	91.3%	92.5%	90.6%
10. Most of the classes I took were interesting.	88.0%	93.5%	93.3%	90.2%	91.8%	92.2%	91.3%
11. I am satisfied with the overall quality of instruction.	92.8%	92.0%	94.5%	92.1%	91.2%	92.4%	92.7%
Average	**92.3%**	**91.2%**	**92.4%**	**90.5%**	**92.2%**	**92.8%**	**91.4%**
Course Scheduling							
1. The college should offer more Information Technology courses.	95.7%	86.2%	83.8%	89.1%	92.8%	84.1%	87.5%
2. The college should offer more flexible course scheduling.	93.4%	90.7%	86.2%	90.6%	97.7%	89.0%	90.1%
3. The college should offer more short-term courses.	89.2%	88.3%	81.9%	85.8%	91.5%	85.7%	85.4%
Average	**92.8%**	**88.4%**	**84.0%**	**88.5%**	**94.0%**	**86.3%**	**87.7%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.
Note 3: American Indian is taken out because of the small sample.

	Asian/Pac Islander	African American	White	Hispanic	Filipino	Other	Total
Physical Facilities							
1. The campus library has an adequate and up-to-date selection of books, periodicals, and other resource materials for my needs.	77.3%	72.6%	60.0%	69.5%	62.9%	74.8%	67.0%
2. Library staff are nice and helpful.	84.7%	89.2%	83.2%	83.5%	82.8%	83.5%	83.9%
3. The library is open when I need it.	84.1%	88.6%	84.5%	85.5%	80.8%	82.9%	84.5%
4. In general, classroom facilities are adequate for instruction.	87.9%	91.1%	83.4%	82.9%	89.3%	90.2%	85.2%
5. Computer labs are equipped with updated computers and software.	88.0%	93.7%	85.1%	88.5%	89.7%	88.9%	87.9%
6. I am satisfied with services provided by library staff.	90.0%	88.8%	85.3%	85.1%	80.9%	85.7%	85.6%
7. I am satisfied with services provided by the campus book store.	83.9%	81.1%	74.3%	76.5%	81.2%	82.7%	76.8%
8. The availability of computer labs is sufficient to meet my educational needs.	88.0%	86.3%	79.9%	82.7%	87.1%	83.6%	83.2%
9. There is adequate study space on campus.	82.9%	84.6%	79.2%	77.5%	74.4%	84.5%	79.5%
Average	**85.2%**	**86.2%**	**79.4%**	**81.3%**	**81.0%**	**84.1%**	**81.5%**
Campus Climate							
1. College staff have been helpful.	97.1%	94.2%	94.1%	93.2%	89.6%	95.3%	93.6%
2. I feel valued as a student.	87.7%	84.9%	79.3%	85.2%	79.8%	83.5%	82.4%
3. Students are friendly.	91.7%	88.5%	92.9%	90.6%	86.8%	91.5%	91.0%
4. I feel a sense of belonging in this college.	86.7%	86.5%	78.9%	85.3%	82.1%	86.4%	82.8%
5. I feel comfortable in the college environment.	91.3%	95.0%	94.3%	92.0%	91.3%	94.3%	93.3%
6. I feel safe on campus.	88.2%	92.6%	93.1%	89.7%	78.0%	86.0%	90.3%
7. I am treated with respect at this college.	98.1%	94.5%	94.5%	96.3%	93.3%	93.1%	95.0%
8. Students have a substantial voice in matters related to programs and services.	90.0%	80.6%	73.3%	84.8%	84.9%	85.1%	80.6%
Average	**91.4%**	**89.6%**	**87.6%**	**89.6%**	**85.7%**	**89.4%**	**88.6%**
Financial Aid and Fees							
1. Overall, I am satisfied with financial aid services.	84.8%	79.9%	73.7%	81.4%	82.7%	80.0%	78.4%
2. Student fees and tuition are affordable.	88.8%	92.0%	90.1%	89.5%	89.3%	88.1%	89.9%
3. Fee refund policies are reasonable.	87.1%	83.0%	86.2%	85.1%	84.0%	86.6%	85.1%
Average	**86.9%**	**85.0%**	**83.3%**	**85.3%**	**85.3%**	**84.9%**	**84.5%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.
Note 3: American Indian is taken out because of the small sample.

	Asian/Pac Islander	African American	White	Hispanic	Filipino	Other	Total
Support Services							
1. Transfer center services are useful in helping students transfer.	92.2%	92.0%	84.0%	92.1%	84.4%	86.3%	88.5%
2. DSPS (disabled students) services are always available when I need them.	95.9%	93.1%	93.1%	93.2%	95.6%	92.5%	93.0%
3. DSPS staff are nice and willing to help.	96.1%	94.1%	94.7%	95.7%	96.3%	92.8%	94.4%
4. Transfer center services are informative and helpful.	93.4%	90.1%	81.5%	88.1%	84.9%	85.5%	86.5%
5. EOPS (Educational Opportunities Programs and Services) staff are helpful.	95.5%	89.8%	85.6%	90.5%	91.7%	85.5%	89.3%
Average	**94.6%**	**91.8%**	**87.8%**	**91.9%**	**90.6%**	**88.5%**	**90.3%**
Academic Development							
1. The General Education classes (i.e., English, math, etc.) developed my academic skills in written and oral communication.	94.9%	95.4%	89.6%	95.9%	93.0%	95.1%	93.0%
2. The General Education classes developed my critical thinking skills.	95.4%	95.1%	91.0%	94.4%	88.7%	94.8%	92.4%
3. The General Education classes developed my academic abilities in math and quantitative skills.	95.8%	93.1%	89.5%	93.1%	91.5%	89.2%	91.4%
4. The college education developed my occupational competence.	93.7%	94.2%	86.1%	93.8%	92.2%	91.7%	90.5%
Average	**95.0%**	**94.5%**	**89.1%**	**94.3%**	**91.4%**	**92.7%**	**91.8%**
Personal Development							
1. I am more aware of and appreciate human diversity after attending this college.	93.4%	91.2%	84.5%	94.3%	92.3%	90.9%	89.4%
2. The college education helped me to understand myself better.	90.4%	88.5%	80.6%	86.0%	91.3%	84.0%	84.5%
3. I have gained knowledge in different fields.	96.1%	95.1%	95.5%	93.4%	92.8%	92.2%	94.3%
4. I have gained computer skills.	89.2%	78.7%	71.0%	77.6%	83.9%	74.2%	76.4%
5. I have learned about other parts of the world and other people.	92.6%	87.3%	87.6%	89.8%	90.1%	85.5%	88.4%
6. I have gained interpersonal skills by interacting with people on campus.	93.3%	92.0%	82.8%	89.5%	90.5%	84.0%	87.5%
Average	**92.5%**	**88.8%**	**83.7%**	**88.4%**	**90.2%**	**85.1%**	**86.8%**

Note 1: satisfaction includes "strongly agree" and "agree".

Note 2: "not applicable" is taken out of the calculation.

Note 3: American Indian is taken out because of the small sample.

Student Satisfaction by Age - City College

Part I: Please rate the level of importance and your satisfaction with the following services:

Level of Importance									Level of Satisfaction							
Under 18	18-20	21-25	26-30	31-40	41-50	Over 50	Total	SERVICES	Under 18	18-20	21-25	26-30	31-40	41-50	Over 50	Total
97.9%	97.4%	95.1%	93.1%	97.7%	95.1%	97.4%	95.9%	1. Admissions Process	100.0%	95.0%	93.7%	92.1%	94.4%	94.6%	100.0%	94.4%
100.0%	97.9%	97.0%	95.9%	97.6%	98.6%	97.2%	97.5%	2. Course Registration Process	94.0%	92.8%	90.6%	93.5%	94.7%	95.6%	94.8%	93.0%
96.0%	95.7%	96.7%	96.9%	96.2%	97.0%	98.5%	96.4%	3. Curriculum/Instruction	98.0%	89.3%	90.5%	92.1%	88.3%	93.4%	92.0%	90.7%
95.9%	92.9%	89.8%	91.3%	92.1%	93.4%	93.1%	91.9%	4. Campus Bookstore	75.5%	67.7%	65.7%	69.7%	70.8%	77.3%	81.6%	69.7%
82.6%	83.0%	77.4%	73.9%	73.9%	74.2%	66.6%	77.3%	5. Health Services	90.0%	90.3%	88.6%	86.1%	89.2%	87.7%	91.4%	88.9%
81.4%	74.6%	70.1%	64.0%	69.2%	69.6%	63.9%	70.3%	6. Affirmative Action Office	96.1%	88.0%	87.8%	89.1%	87.1%	87.3%	91.9%	88.3%
87.0%	85.7%	84.3%	79.1%	81.3%	82.7%	77.8%	83.1%	7. Assessment/Testing Center	87.5%	86.2%	86.1%	88.7%	90.4%	91.0%	97.8%	88.1%
95.9%	95.3%	91.8%	85.8%	87.7%	86.9%	83.4%	90.5%	8. Financial Aid Service	87.5%	77.6%	69.1%	76.0%	78.4%	85.8%	84.6%	76.5%
93.8%	91.1%	90.5%	85.7%	86.9%	90.3%	77.6%	88.9%	9. Tutoring Center	97.3%	93.3%	90.1%	88.0%	88.2%	88.1%	80.4%	90.0%
73.3%	65.2%	59.5%	57.5%	66.3%	63.6%	65.6%	62.8%	10. Student Government	83.4%	82.1%	80.7%	77.6%	83.9%	83.0%	97.1%	82.1%
95.8%	93.8%	92.9%	88.8%	93.7%	94.1%	91.1%	92.7%	11. Computer Labs	90.0%	85.9%	86.5%	82.5%	85.9%	86.7%	84.8%	85.6%
100.0%	93.4%	95.0%	94.6%	95.1%	96.4%	91.3%	94.7%	12. Library Facilities and Services	87.8%	80.9%	72.3%	75.3%	79.5%	77.6%	89.2%	77.6%
89.4%	88.9%	85.9%	86.3%	84.7%	90.9%	83.8%	87.1%	13. Accounting/Cashier Office	92.5%	88.2%	90.8%	90.3%	89.8%	93.1%	98.3%	90.5%
89.6%	79.6%	78.4%	77.9%	79.5%	83.3%	75.0%	79.5%	14. Cafeteria/Snack Bar	75.6%	63.7%	56.3%	60.9%	64.7%	62.6%	71.0%	62.0%
100.0%	94.0%	95.9%	93.9%	94.1%	94.1%	86.4%	94.4%	15. Academic Counseling	86.9%	81.3%	71.3%	78.3%	79.8%	82.3%	84.3%	78.3%
86.0%	87.1%	86.6%	81.5%	84.7%	86.6%	83.6%	85.6%	16. DSPS	95.2%	91.4%	94.8%	91.3%	93.0%	92.4%	97.0%	92.9%
93.5%	91.0%	86.9%	80.9%	83.0%	86.6%	85.5%	86.6%	17. EOPS	93.7%	87.8%	86.7%	87.2%	82.4%	88.9%	87.8%	86.9%
89.3%	80.0%	77.5%	78.1%	77.1%	84.3%	83.6%	79.4%	18. New Student Orientation	79.5%	80.9%	82.3%	83.9%	81.0%	82.1%	90.7%	82.1%
80.4%	76.5%	72.0%	68.7%	71.1%	76.2%	71.2%	73.2%	19. Student Affairs/Activities Office	84.4%	85.8%	85.1%	84.6%	84.8%	92.4%	91.4%	86.2%
97.8%	93.2%	93.1%	89.4%	88.1%	86.2%	73.3%	90.6%	20. Transfer Center	82.4%	83.1%	80.1%	84.4%	84.8%	82.9%	87.1%	82.8%
91.5%	89.2%	88.7%	88.2%	89.4%	90.3%	85.2%	88.9%	21. Learning Resource Center	94.3%	88.0%	88.1%	85.5%	87.3%	87.2%	90.0%	87.7%
89.3%	88.5%	91.6%	88.4%	87.2%	94.8%	86.0%	89.7%	22. Parking Services	54.6%	34.0%	27.6%	34.3%	40.5%	46.5%	61.1%	36.1%
91.2%	**87.9%**	**86.2%**	**83.6%**	**85.3%**	**87.1%**	**82.6%**	**86.2%**	**Average**	**87.6%**	**82.4%**	**80.2%**	**81.4%**	**82.7%**	**84.5%**	**88.4%**	**82.3%**

Note 1: importance includes "very important" and "important"
Note 2: satisfaction includes "very satisfied" and "satisfied".
Note 3: "not applicable" is taken out of the calculation.

Part II: Please rate your level of agreement with the following statements:

	Under 18	18-20	21-25	26-30	31-40	41-50	Over 50	Total
Admission and Course Registration								
1. I did not have any problems with the application process.	94.1%	89.4%	91.0%	88.8%	91.2%	90.7%	94.9%	90.4%
2. Admissions staff were helpful throughout the application process.	84.0%	87.2%	86.7%	87.8%	90.3%	95.6%	93.8%	88.7%
3. Overall, I was satisfied with the application process.	96.0%	92.4%	91.1%	93.9%	94.0%	95.8%	96.3%	93.2%
4. The information presented in the class schedule is clear and easy to understand.	98.0%	91.2%	91.3%	91.4%	91.1%	93.5%	92.5%	91.6%
5. The ClassTalk registration process is easy to use.	100.0%	95.0%	95.3%	95.8%	93.3%	95.0%	94.9%	95.0%
Average	**94.4%**	**91.0%**	**91.1%**	**91.5%**	**92.0%**	**94.1%**	**94.5%**	**91.8%**
Orientation								
	62.6%	68.8%	76.8%	79.5%	79.2%	91.3%	90.0%	77.0%
2. The new student orientation I attended was well organized.	75.0%	77.7%	77.4%	78.1%	79.9%	93.7%	87.1%	80.1%
3. Student orientation is effective in helping new students adjust to the college.	76.5%	81.1%	80.6%	86.5%	88.3%	89.0%	92.8%	84.1%
4. It should be mandatory for all new students to attend a new student orientation.	71.1%	64.7%	70.8%	74.1%	79.0%	83.7%	90.4%	73.2%
Average	**71.3%**	**73.1%**	**76.4%**	**79.6%**	**81.6%**	**89.4%**	**90.1%**	**78.6%**
Assessment								
1. The reading and writing assessment test helped me enroll in the appropriate level English class.	91.1%	80.3%	81.6%	81.0%	86.5%	91.4%	91.1%	83.4%
2. The math assessment test helped me enroll in the appropriate level math class.	80.8%	71.4%	81.7%	85.5%	86.2%	92.3%	95.6%	81.2%
3. Counselors/assessment staff clearly explained the assessment results to me.	80.9%	64.7%	67.4%	74.0%	72.4%	86.0%	89.8%	71.3%
4. Assessment tests were offered frequently and at times that met my needs.	80.0%	68.0%	72.1%	67.2%	76.8%	83.0%	93.7%	73.0%
Average	**83.2%**	**71.1%**	**75.7%**	**76.9%**	**80.5%**	**88.2%**	**92.6%**	**77.2%**
Counseling/Advising								
1. The counseling session(s) helped me clarify my educational goal.	70.7%	71.0%	65.7%	73.8%	75.7%	84.0%	83.4%	72.5%
2. The counseling session(s) helped me select courses I need to attain my educational goal.	72.7%	76.7%	72.3%	79.8%	80.0%	83.6%	84.5%	77.5%
3. The counselor(s) helped me understand course prerequisites.	78.6%	76.9%	73.9%	82.5%	79.8%	83.4%	86.2%	78.5%
4. Counseling session(s) are informative and helpful.	81.4%	82.0%	75.5%	80.4%	83.2%	84.1%	88.5%	80.6%
5. Counselors are interested in helping students.	90.7%	80.9%	79.2%	81.6%	84.6%	90.5%	93.4%	82.8%
6. Counselors care about me as an individual.	76.8%	66.0%	65.7%	71.5%	73.1%	80.7%	86.2%	70.4%
7. Counselors are concerned about my academic success.	77.8%	71.5%	68.4%	73.6%	77.2%	83.0%	82.4%	73.7%
Average	**78.4%**	**75.0%**	**71.5%**	**77.6%**	**79.1%**	**84.2%**	**86.4%**	**76.6%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.

	Under 18	18-20	21-25	26-30	31-40	41-50	Over 50	Total
Follow-up of Student Academic Status								
1. The college has done a good job in following up with student academic status.	76.4%	65.4%	59.6%	58.8%	66.0%	73.6%	84.7%	64.7%
2. I am adequately informed about my academic status.	25.0%	39.0%	44.4%	42.9%	49.6%	50.5%	53.7%	44.0%
3. College is responsive in helping students improve academic performance.	70.0%	69.7%	67.6%	70.3%	74.0%	80.3%	80.4%	71.4%
4. Counselors have helped me to understand my academic status.	61.1%	58.3%	58.2%	67.2%	68.7%	74.2%	88.4%	64.0%
Average	**58.1%**	**58.1%**	**57.5%**	**59.8%**	**64.6%**	**69.7%**	**76.8%**	**61.0%**
Course Availability								
1. *General Education* courses are offered in sufficient numbers and at various times for me to complete my educational goal within a reasonable period of time.	88.0%	81.4%	77.3%	75.5%	81.1%	86.3%	85.0%	80.1%
2. A variety of *courses in my major* are offered to complete my educational goal within a reasonable period of time.	80.0%	75.2%	68.7%	72.4%	77.2%	83.2%	85.7%	74.7%
3. Generally, I am able to get the classes I need to meet my educational goal.	84.0%	86.7%	80.1%	84.1%	85.8%	86.4%	89.8%	84.4%
Average	**84.0%**	**81.1%**	**75.4%**	**77.3%**	**81.4%**	**85.3%**	**86.8%**	**79.7%**
Curriculum and Instruction								
1. I feel at ease talking with my instructor(s) outside of the classroom.	81.3%	81.2%	87.1%	90.7%	90.2%	92.1%	96.2%	87.5%
2. In general, instructors attempt to be fair and objective in their presentation of course materials.	94.2%	93.5%	93.8%	95.5%	94.9%	95.4%	97.4%	94.5%
3. In general, instructors clearly define how I will be graded.	90.4%	93.9%	95.0%	94.4%	94.7%	96.6%	98.6%	94.8%
4. Faculty care about their students' success.	82.0%	84.4%	84.5%	90.1%	92.4%	90.5%	94.6%	87.6%
5. Faculty have been available for help outside of class.	83.0%	83.5%	88.6%	92.0%	88.4%	88.6%	88.3%	87.6%
6. I believe my courses will prepare me well for future employment.	94.0%	88.8%	89.8%	91.3%	91.8%	95.1%	92.0%	90.9%
7. I believe my courses will prepare me well for transfer to a 4 year institution.	90.2%	94.5%	93.1%	94.6%	94.0%	93.6%	92.8%	93.8%
8. Overall, I am satisfied with the course content in most of my classes.	92.3%	93.3%	93.8%	93.6%	93.0%	96.8%	97.4%	94.0%
9. The amount of homework in most of my classes was fair.	92.3%	87.5%	91.7%	90.5%	91.7%	91.7%	93.8%	90.6%
10. Most of the classes I took were interesting.	85.3%	88.1%	89.6%	93.9%	92.5%	98.1%	93.6%	91.3%
11. I am satisfied with the overall quality of instruction.	92.3%	91.7%	92.0%	92.7%	93.3%	95.0%	96.0%	92.7%
Average	**88.8%**	**89.1%**	**90.8%**	**92.7%**	**92.4%**	**94.0%**	**94.6%**	**91.4%**
Course Scheduling								
1. The college should offer more Information Technology courses.	86.8%	87.6%	85.9%	84.9%	90.0%	89.7%	92.9%	87.5%
2. The college should offer more flexible course scheduling.	92.0%	90.5%	90.7%	89.5%	87.6%	91.8%	88.5%	90.1%
3. The college should offer more short-term courses.	89.2%	85.3%	86.6%	81.9%	86.1%	85.4%	87.7%	85.4%
Average	**89.3%**	**87.8%**	**87.7%**	**85.4%**	**87.9%**	**89.0%**	**89.7%**	**87.7%**

Note 1: satisfaction includes "strongly agree" and "agree"
Note 2: "not applicable" is taken out of the calculation.

	Under 18	18-20	21-25	26-30	31-40	41-50	Over 50	Total
Physical Facilities								
1. The campus library has an adequate and up-to-date selection of books, periodicals, and other resource materials for my needs.	66.7%	71.6%	61.0%	63.5%	70.4%	67.3%	75.8%	67.0%
2. Library staff are nice and helpful.	88.1%	82.9%	79.6%	84.1%	86.4%	88.2%	92.4%	83.9%
3. The library is open when I need it.	92.5%	87.3%	82.9%	83.0%	81.0%	83.5%	93.9%	84.5%
4. In general, classroom facilities are adequate for instruction.	86.0%	87.9%	84.5%	85.1%	83.3%	82.8%	84.9%	85.2%
5. Computer labs are equipped with updated computers and software.	94.8%	86.2%	87.2%	90.1%	88.3%	88.6%	89.9%	87.9%
6. I am satisfied with services provided by library staff.	95.2%	85.8%	81.2%	86.0%	87.4%	87.7%	92.5%	85.6%
7. I am satisfied with services provided by the campus book store.	78.0%	76.4%	75.5%	72.4%	77.5%	82.0%	86.5%	76.8%
8. The availability of computer labs is sufficient to meet my educational needs.	83.8%	84.0%	79.2%	85.2%	84.3%	83.9%	88.1%	83.2%
9. There is adequate study space on campus.	87.7%	82.7%	77.0%	77.1%	79.4%	79.0%	80.6%	79.5%
Average	**85.9%**	**82.8%**	**78.7%**	**80.7%**	**82.0%**	**82.6%**	**87.2%**	**81.5%**
Campus Climate								
1. College staff have been helpful.	91.8%	94.6%	90.8%	94.8%	92.9%	95.8%	97.6%	93.6%
2. I feel valued as a student.	80.4%	81.6%	78.3%	80.4%	84.0%	92.8%	90.9%	82.4%
3. Students are friendly.	98.1%	88.9%	90.1%	93.5%	90.1%	93.0%	93.8%	91.0%
4. I feel a sense of belonging in this college.	80.0%	80.7%	79.9%	82.6%	83.7%	90.4%	93.6%	82.8%
5. I feel comfortable in the college environment.	88.3%	91.8%	92.7%	93.3%	94.8%	95.9%	97.5%	93.3%
6. I feel safe on campus.	90.2%	90.2%	87.7%	91.6%	89.1%	94.5%	96.3%	90.3%
7. I am treated with respect at this college.	96.0%	96.8%	93.3%	93.2%	95.4%	96.2%	96.1%	95.0%
8. Students have a substantial voice in matters related to programs and services.	87.9%	83.0%	80.3%	76.0%	77.0%	81.3%	91.3%	80.6%
Average	**89.1%**	**88.5%**	**86.6%**	**88.2%**	**88.4%**	**92.5%**	**94.6%**	**88.6%**
Financial Aid and Fees								
1. Overall, I am satisfied with financial aid services.	79.5%	76.8%	73.8%	79.3%	78.6%	89.3%	87.3%	78.4%
2. Student fees and tuition are affordable.	93.5%	85.7%	88.0%	92.7%	91.2%	94.7%	97.3%	89.9%
3. Fee refund policies are reasonable.	79.1%	83.0%	82.7%	86.6%	85.4%	92.6%	93.2%	85.1%
Average	**84.0%**	**81.8%**	**81.5%**	**86.2%**	**85.1%**	**92.2%**	**92.6%**	**84.5%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.

	Under 18	18-20	21-25	26-30	31-40	41-50	Over 50	Total
Support Services								
1. Transfer center services are useful in helping students transfer.	93.3%	89.8%	86.6%	87.1%	85.7%	93.1%	94.4%	88.5%
2. DSPS (disabled students) services are always available when I need them.	100.0%	89.8%	94.9%	95.2%	90.9%	93.7%	96.6%	93.0%
3. DSPS staff are nice and willing to help.	100.0%	92.6%	95.1%	96.5%	93.3%	93.9%	96.8%	94.4%
4. Transfer center services are informative and helpful.	89.6%	86.2%	84.5%	86.9%	85.0%	91.5%	91.4%	86.5%
5. EOPS (Educational Opportunities Programs and Services) staff are helpful.	91.6%	89.3%	88.5%	90.9%	86.4%	91.3%	92.4%	89.3%
Average	**94.9%**	**89.5%**	**89.9%**	**91.3%**	**88.3%**	**92.7%**	**94.3%**	**90.3%**
Academic Development								
1. The General Education classes (i.e., English, math, etc.) developed my academic skills in written and oral communication.	88.4%	92.2%	91.7%	93.3%	93.3%	97.4%	98.1%	93.0%
2. The General Education classes developed my critical thinking skills.	90.9%	91.6%	91.0%	94.2%	93.7%	94.4%	94.2%	92.4%
3. The General Education classes developed my academic abilities in math and quantitative skills.	95.4%	89.5%	88.9%	93.7%	92.8%	96.6%	93.7%	91.4%
4. The college education developed my occupational competence.	90.7%	89.4%	87.8%	91.8%	91.5%	95.3%	95.0%	90.5%
Average	**91.4%**	**90.7%**	**89.9%**	**93.3%**	**92.8%**	**95.9%**	**95.3%**	**91.8%**
Personal Development								
1. I am more aware of and appreciate human diversity after attending this college.	84.8%	89.9%	86.7%	89.7%	90.1%	92.0%	94.5%	89.4%
2. The college education helped me to understand myself better.	74.0%	82.0%	82.5%	84.6%	86.7%	91.5%	93.2%	84.5%
3. I have gained knowledge in different fields.	89.2%	91.5%	93.7%	97.0%	94.3%	99.0%	96.0%	94.3%
4. I have gained computer skills.	71.1%	70.0%	70.4%	81.6%	80.4%	90.8%	89.5%	76.4%
5. I have learned about other parts of the world and other people.	88.9%	86.9%	88.4%	88.8%	87.2%	89.8%	98.5%	88.4%
6. I have gained interpersonal skills by interacting with people on campus.	88.8%	86.1%	87.1%	84.7%	86.7%	93.2%	98.5%	87.5%
Average	**82.8%**	**84.4%**	**84.8%**	**87.7%**	**87.6%**	**92.7%**	**95.0%**	**86.8%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.

Part I: Please rate the level of importance and your satisfaction with the following services:

Level of Importance					Level of Satisfaction			
Day Only	Evening Only	Both	Total	SERVICES	Day Only	Evening Only	Both	Total
95.7%	96.5%	95.8%	95.9%	1. Admissions Process	94.0%	96.3%	94.0%	94.4%
96.9%	98.4%	97.7%	97.4%	2. Course Registration Process	93.5%	92.9%	92.6%	93.1%
95.9%	96.8%	97.4%	96.5%	3. Curriculum/Instruction	89.8%	93.8%	90.9%	90.9%
91.5%	91.2%	92.6%	91.8%	4. Campus Bookstore	66.6%	76.9%	71.1%	69.9%
79.7%	66.7%	78.8%	77.2%	5. Health Services	90.2%	90.2%	85.8%	88.6%
71.5%	66.8%	70.3%	70.3%	6. Affirmative Action Office	87.6%	88.7%	89.6%	88.4%
84.3%	79.1%	83.3%	83.1%	7. Assessment/Testing Center	87.1%	93.3%	87.1%	88.0%
92.5%	82.4%	91.3%	90.4%	8. Financial Aid Service	75.0%	86.2%	75.4%	76.6%
91.5%	80.0%	89.2%	88.8%	9. Tutoring Center	88.5%	89.9%	91.8%	89.9%
62.3%	60.9%	64.0%	62.7%	10. Student Government	82.1%	86.6%	79.6%	81.9%
93.7%	90.8%	92.4%	92.8%	11. Computer Labs	86.0%	88.9%	83.7%	85.7%
94.1%	94.4%	95.7%	94.7%	12. Library Facilities and Services	77.0%	83.0%	75.9%	77.6%
87.2%	86.0%	87.6%	87.1%	13. Accounting/Cashier Office	89.0%	93.4%	91.4%	90.5%
79.4%	76.3%	81.2%	79.5%	14. Cafeteria/Snack Bar	62.2%	66.8%	58.5%	61.7%
95.1%	92.4%	94.1%	94.3%	15. Academic Counseling	79.4%	76.5%	76.6%	78.0%
87.1%	79.2%	86.2%	85.5%	16. DSPS	93.2%	95.2%	91.8%	93.0%
86.6%	80.4%	86.1%	86.5%	17. EOPS	87.4%	87.9%	86.4%	87.1%
80.2%	74.0%	81.1%	79.5%	18. New Student Orientation	81.7%	83.9%	82.0%	82.1%
73.1%	68.9%	75.3%	73.1%	19. Student Affairs/Activities Office	86.3%	85.3%	86.4%	86.2%
92.7%	81.7%	91.9%	90.6%	20. Transfer Center	83.2%	85.2%	81.0%	82.7%
89.4%	85.4%	89.8%	88.8%	21. Learning Resource Center	88.1%	90.1%	86.3%	87.8%
89.0%	88.9%	90.7%	89.5%	22. Parking Services	33.2%	42.8%	36.4%	36.0%
86.9%	**82.6%**	**86.9%**	**86.2%**	**Average**	**81.9%**	**85.2%**	**81.6%**	**82.3%**

Note 1: importance includes "very important" and "important"

Note 2: satisfaction includes "very satisfied" and "satisfied".

Note 3: "not applicable" is taken out of the calculation.

Part II: Please rate your level of agreement with the following statements:

	Day Only	Evening Only	Both	Total
Admission and Course Registration				
1. I did not have any problems with the application process.	90.5%	93.1%	88.7%	90.4%
2. Admissions staff were helpful throughout the application process.	88.5%	92.1%	87.7%	88.8%
3. Overall, I was satisfied with the application process.	93.6%	94.0%	92.0%	93.1%
4. The information presented in the class schedule is clear and easy to understand.	91.7%	91.6%	91.6%	91.6%
5. The ClassTalk registration process is easy to use.	95.8%	93.7%	94.8%	95.1%
Average	**92.0%**	**92.9%**	**91.0%**	**91.8%**
Orientation				
	75.8%	84.1%	76.2%	77.2%
2. The new student orientation I attended was well organized.	79.4%	83.9%	78.9%	79.9%
3. Student orientation is effective in helping new students adjust to the college.	84.3%	85.5%	84.1%	84.4%
4. It should be mandatory for all new students to attend a new student orientation.	72.3%	74.1%	74.8%	73.4%
Average	**77.9%**	**81.9%**	**78.5%**	**78.7%**
Assessment				
1. The reading and writing assessment test helped me enroll in the appropriate level English class.	82.1%	91.4%	82.2%	83.5%
2. The math assessment test helped me enroll in the appropriate level math class.	78.7%	89.4%	81.7%	81.2%
3. Counselors/assessment staff clearly explained the assessment results to me.	68.2%	79.0%	72.5%	71.2%
4. Assessment tests were offered frequently and at times that met my needs.	71.5%	77.9%	72.8%	72.9%
Average	**75.1%**	**84.4%**	**77.3%**	**77.2%**
Counseling/Advising				
1. The counseling session(s) helped me clarify my educational goal.	72.8%	75.1%	70.7%	72.4%
2. The counseling session(s) helped me select courses I need to attain my educational goal.	79.0%	78.2%	74.4%	77.2%
3. The counselor(s) helped me understand course prerequisites.	77.7%	82.7%	77.4%	78.3%
4. Counseling session(s) are informative and helpful.	81.5%	84.8%	76.9%	80.4%
5. Counselors are interested in helping students.	81.3%	87.4%	82.0%	82.5%
6. Counselors care about me as an individual.	69.2%	76.6%	69.4%	70.4%
7. Counselors are concerned about my academic success.	73.2%	77.7%	72.1%	73.5%
Average	**76.4%**	**80.3%**	**74.7%**	**76.4%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.

	Day Only	Evening Only	Both	Total
Follow-up of Student Academic Status				
1. The college has done a good job in following up with student academic status.	64.8%	66.5%	64.0%	64.7%
2. I am adequately informed about my academic status.	42.0%	41.0%	48.5%	44.1%
3. College is responsive in helping students improve academic performance.	70.2%	74.0%	72.2%	71.5%
4. Counselors have helped me to understand my academic status.	63.2%	68.0%	63.2%	63.9%
Average	**60.0%**	**62.4%**	**62.0%**	**61.1%**
Course Availability				
1. *General Education* my educational goal within a reasonable period of time.	80.0%	81.4%	79.5%	80.0%
2. A variety of *courses in my major* are offered to complete my educational goal within a reasonable period of time.	73.5%	76.0%	75.1%	74.5%
3. Generally, I am able to get the classes I need to meet my educational goal.	84.9%	82.7%	84.4%	84.4%
Average	**79.5%**	**80.0%**	**79.7%**	**79.6%**
Curriculum and Instruction				
1. I feel at ease talking with my instructor(s) outside of the classroom.	85.3%	92.1%	88.2%	87.5%
2. In general, instructors attempt to be fair and objective in their presentation of course materials.	94.2%	96.1%	94.3%	94.6%
3. In general, instructors clearly define how I will be graded.	94.3%	97.6%	94.2%	94.8%
4. Faculty care about their students' success.	86.0%	91.2%	88.3%	87.7%
5. Faculty have been available for help outside of class.	88.1%	86.7%	87.6%	87.7%
6. I believe my courses will prepare me well for future employment.	90.4%	92.3%	91.1%	91.0%
7. I believe my courses will prepare me well for transfer to a 4 year institution.	93.9%	95.5%	93.4%	94.0%
8. Overall, I am satisfied with the course content in most of my classes.	93.6%	94.6%	94.7%	94.2%
9. The amount of homework in most of my classes was fair.	89.1%	94.9%	90.5%	90.6%
10. Most of the classes I took were interesting.	91.1%	93.1%	91.1%	91.4%
11. I am satisfied with the overall quality of instruction.	91.8%	94.6%	93.5%	92.8%
Average	**90.7%**	**93.5%**	**91.5%**	**91.5%**
Course Scheduling				
1. The college should offer more Information Technology courses.	84.6%	91.6%	89.9%	87.6%
2. The college should offer more flexible course scheduling.	88.6%	92.2%	91.0%	90.0%
3. The college should offer more short-term courses.	84.5%	88.3%	84.8%	85.3%
Average	**85.9%**	**90.7%**	**88.6%**	**87.7%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.

	Day Only	Evening Only	Both	Total
Physical Facilities				
1. The campus library has an adequate and up-to-date selection of books, periodicals, and other resource materials for my needs.	66.9%	72.4%	63.4%	66.5%
2. Library staff are nice and helpful.	82.4%	90.2%	83.3%	83.9%
3. The library is open when I need it.	84.8%	84.0%	83.5%	84.2%
4. In general, classroom facilities are adequate for instruction.	85.5%	85.2%	84.2%	85.0%
5. Computer labs are equipped with updated computers and software.	87.9%	88.4%	87.8%	87.9%
6. I am satisfied with services provided by library staff.	84.3%	89.8%	85.3%	85.5%
7. I am satisfied with services provided by the campus book store.	74.4%	82.6%	76.8%	76.6%
8. The availability of computer labs is sufficient to meet my educational needs.	82.7%	84.2%	83.1%	83.1%
9. There is adequate study space on campus.	78.0%	88.0%	77.0%	79.3%
Average	**80.8%**	**85.0%**	**80.5%**	**81.3%**
Campus Climate				
1. College staff have been helpful.	92.4%	94.1%	95.4%	93.7%
2. I feel valued as a student.	80.3%	86.2%	83.9%	82.5%
3. Students are friendly.	89.1%	94.4%	92.3%	91.1%
4. I feel a sense of belonging in this college.	81.1%	86.4%	83.5%	82.8%
5. I feel comfortable in the college environment.	92.6%	96.4%	92.6%	93.2%
6. I feel safe on campus.	90.7%	91.2%	89.0%	90.2%
7. I am treated with respect at this college.	94.8%	95.9%	94.9%	95.0%
8. Students have a substantial voice in matters related to programs and services.	78.8%	83.5%	81.5%	80.5%
Average	**87.5%**	**91.0%**	**89.1%**	**88.6%**
Financial Aid and Fees				
1. Overall, I am satisfied with financial aid services.	78.2%	80.4%	78.4%	78.6%
2. Student fees and tuition are affordable.	88.6%	92.6%	90.0%	89.8%
3. Fee refund policies are reasonable.	83.8%	86.3%	86.7%	85.2%
Average	**83.5%**	**86.5%**	**85.1%**	**84.5%**
Support Services				
1. Transfer center services are useful in helping students transfer.	89.6%	90.4%	85.8%	88.4%
2. DSPS (disabled students) services are always available when I need them.	92.7%	95.0%	92.0%	92.8%
3. DSPS staff are nice and willing to help.	93.9%	95.4%	94.3%	94.2%
4. Transfer center services are informative and helpful.	87.1%	89.9%	83.5%	86.3%
5. EOPS (Educational Opportunities Programs and Services) staff are helpful.	89.7%	92.0%	87.1%	89.1%
Average	**90.6%**	**92.5%**	**88.5%**	**90.2%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.

City College

	Day Only	Evening Only	Both	Total
Physical Facilities				
1. The campus library has an adequate and up-to-date selection of books, periodicals, and other resource materials for my needs.	66.9%	72.4%	63.4%	66.5%
2. Library staff are nice and helpful.	82.4%	90.2%	83.3%	83.9%
3. The library is open when I need it.	84.8%	84.0%	83.5%	84.2%
4. In general, classroom facilities are adequate for instruction.	85.5%	85.2%	84.2%	85.0%
5. Computer labs are equipped with updated computers and software.	87.9%	88.4%	87.8%	87.9%
6. I am satisfied with services provided by library staff.	84.3%	89.8%	85.3%	85.5%
7. I am satisfied with services provided by the campus book store.	74.4%	82.6%	76.8%	76.6%
8. The availability of computer labs is sufficient to meet my educational needs.	82.7%	84.2%	83.1%	83.1%
9. There is adequate study space on campus.	78.0%	88.0%	77.0%	79.3%
Average	**80.8%**	**85.0%**	**80.5%**	**81.3%**
Campus Climate				
1. College staff have been helpful.	92.4%	94.1%	95.4%	93.7%
2. I feel valued as a student.	80.3%	86.2%	83.9%	82.5%
3. Students are friendly.	89.1%	94.4%	92.3%	91.1%
4. I feel a sense of belonging in this college.	81.1%	86.4%	83.5%	82.8%
5. I feel comfortable in the college environment.	92.6%	96.4%	92.6%	93.2%
6. I feel safe on campus.	90.7%	91.2%	89.0%	90.2%
7. I am treated with respect at this college.	94.8%	95.9%	94.9%	95.0%
8. Students have a substantial voice in matters related to programs and services.	78.8%	83.5%	81.5%	80.5%
Average	**87.5%**	**91.0%**	**89.1%**	**88.6%**
Financial Aid and Fees				
1. Overall, I am satisfied with financial aid services.	79.2%	80.4%	78.4%	78.6%
2. Student fees and tuition are affordable.	88.6%	92.6%	90.0%	89.8%
3. Fee refund policies are reasonable.	83.8%	86.3%	86.7%	85.2%
Average	**83.5%**	**86.5%**	**85.1%**	**84.5%**
Support Services				
1. Transfer center services are useful in helping students transfer.	89.6%	90.4%	85.8%	88.4%
2. DSPS (disabled students) services are always available when I need them.	92.7%	95.0%	92.0%	92.8%
3. DSPS staff are nice and willing to help.	93.9%	95.4%	94.3%	94.2%
4. Transfer center services are informative and helpful.	87.1%	89.9%	83.5%	86.3%
5. EOPS (Educational Opportunities Programs and Services) staff are helpful	89.7%	92.0%	87.1%	89.1%
Average	**90.6%**	**92.5%**	**88.5%**	**90.2%**

Note 1: satisfaction includes "strongly agree" and "agree".

Note 2: "not applicable" is taken out of the calculation.

	Day Only	Evening Only	Both	Total
Academic Development				
1. The General Education classes (i.e., English, math, etc.) developed my academic skills in written and oral communication.	93.6%	94.4%	91.5%	93.0%
2. The General Education classes developed my critical thinking skills.	93.0%	93.8%	90.7%	92.3%
3. The General Education classes developed my academic abilities in math and quantitative skills.	91.6%	94.6%	89.3%	91.3%
4. The college education developed my occupational competence.	90.9%	93.8%	88.6%	90.6%
Average	**92.3%**	**94.1%**	**90.0%**	**91.8%**
Personal Development				
1. I am more aware of and appreciate human diversity after attending this college.	90.3%	88.7%	88.7%	89.5%
2. The college education helped me to understand myself better.	85.4%	85.7%	82.8%	84.5%
3. I have gained knowledge in different fields.	94.7%	95.8%	93.8%	94.6%
4. I have gained computer skills.	73.5%	76.9%	80.5%	76.5%
5. I have learned about other parts of the world and other people.	87.6%	88.3%	90.2%	88.6%
6. I have gained interpersonal skills by interacting with people on campus.	86.9%	87.9%	88.4%	87.6%
Average	**86.4%**	**87.2%**	**87.4%**	**86.9%**

Note 1: satisfaction includes "strongly agree" and "agree".

Note 2: "not applicable" is taken out of the calculation.

Part I: Please rate the level of importance and your satisfaction with the following services:

Level of Importance				Level of Satisfaction		
New student	Continuing student	Total		New student	Continuing student	Total
			SERVICES			
97.3%	95.6%	95.9%	1. Admissions Process	94.3%	94.3%	94.4%
97.8%	97.3%	97.4%	2. Course Registration Process	91.3%	93.5%	93.1%
96.0%	96.6%	96.5%	3. Curriculum/Instruction	93.0%	90.0%	90.6%
93.6%	91.4%	91.8%	4. Campus Bookstore	78.4%	67.7%	69.7%
78.3%	76.8%	77.1%	5. Health Services	93.3%	87.9%	88.8%
71.5%	69.9%	70.1%	6. Affirmative Action Office	89.5%	88.0%	88.3%
82.3%	83.1%	83.0%	7. Assessment/Testing Center	86.4%	88.5%	88.1%
91.8%	90.1%	90.5%	8. Financial Aid Service	80.1%	75.8%	76.6%
86.5%	89.6%	89.1%	9. Tutoring Center	95.1%	89.1%	90.0%
63.1%	62.7%	62.8%	10. Student Government	89.0%	80.7%	82.1%
91.1%	93.2%	92.7%	11. Computer Labs	88.3%	85.1%	85.6%
94.5%	94.8%	94.8%	12. Library Facilities and Services	84.1%	76.5%	77.8%
90.2%	86.3%	87.1%	13. Accounting/Cashier Office	91.1%	90.3%	90.5%
78.7%	79.7%	79.5%	14. Cafeteria/Snack Bar	82.5%	57.5%	61.9%
94.7%	94.2%	94.4%	15. Academic Counseling	83.7%	77.1%	78.2%
84.5%	85.7%	85.4%	16. DSPS	95.5%	92.3%	92.8%
86.7%	86.6%	86.6%	17. EOPS	92.1%	85.8%	86.9%
79.5%	79.4%	79.4%	18. New Student Orientation	76.6%	83.5%	82.2%
74.0%	72.9%	73.2%	19. Student Affairs/Activities Office	86.8%	86.1%	86.3%
90.6%	90.6%	90.5%	20. Transfer Center	85.8%	82.3%	82.9%
88.6%	88.9%	88.8%	21. Learning Resource Center	92.3%	86.6%	87.6%
87.6%	90.2%	89.7%	22. Parking Services	46.5%	34.1%	36.2%
86.3%	**86.2%**	**86.2%**	**Average**	**86.2%**	**81.5%**	**82.3%**

Note 1: importance includes "very important" and "important"

Note 2: satisfaction includes "very satisfied" and "satisfied".

Note 3: "not applicable" is taken out of the calculation.

Note 4: new students include "first-time new student" and "first-time transfer"

Note 5: continuing students include "returning transfer student", "returning student", and "continuing student"

Part II: Please rate your level of agreement with the following statements:

	New student	Continuing student	Total
Admission and Course Registration			
1. I did not have any problems with the application process.	87.4%	91.1%	90.4%
2. Admissions staff were helpful throughout the application process.	85.9%	89.4%	88.7%
3. Overall, I was satisfied with the application process.	92.1%	93.4%	93.2%
4. The information presented in the class schedule is clear and easy to understand.	91.1%	91.8%	91.6%
5. The ClassTalk registration process is easy to use.	95.3%	94.9%	95.0%
Average	**90.4%**	**92.1%**	**91.8%**
Orientation			
	73.3%	77.7%	77.0%
2. The new student orientation I attended was well organized.	71.1%	74.3%	73.5%
3. Student orientation is effective in helping new students adjust to the college.	83.8%	84.2%	84.1%
4. It should be mandatory for all new students to attend a new student orientation.	69.8%	73.8%	73.1%
Average	**74.5%**	**77.5%**	**76.9%**
Assessment			
1. The reading and writing assessment test helped me enroll in the appropriate level English class.	90.4%	81.9%	83.4%
2. The math assessment test helped me enroll in the appropriate level math class.	82.2%	81.1%	81.3%
3. Counselors/assessment staff clearly explained the assessment results to me.	76.3%	70.1%	71.2%
4. Assessment tests were offered frequently and at times that met my needs.	73.7%	72.7%	73.0%
Average	**80.7%**	**76.5%**	**77.2%**
Counseling/Advising			
1. The counseling session(s) helped me clarify my educational goal.	73.4%	72.4%	72.5%
2. The counseling session(s) helped me select courses I need to attain my educational goal.	76.6%	77.5%	77.4%
3. The counselor(s) helped me understand course prerequisites.	79.5%	78.1%	78.3%
4. Counseling session(s) are informative and helpful.	83.1%	80.0%	80.5%
5. Counselors are interested in helping students.	84.9%	82.4%	82.8%
6. Counselors care about me as an individual.	74.5%	69.5%	70.4%
7. Counselors are concerned about my academic success.	77.9%	72.7%	73.6%
Average	**78.6%**	**76.1%**	**76.5%**
Follow-up of Student Academic Status			
1. The college has done a good job in following up with student academic status.	70.8%	63.5%	64.6%
2. I am adequately informed about my academic status.	30.4%	46.6%	44.0%
3. College is responsive in helping students improve academic performance.	77.2%	70.0%	71.2%
4. Counselors have helped me to understand my academic status.	60.5%	64.4%	63.9%
Average	**59.7%**	**61.1%**	**60.9%**
Course Availability			
1. *General Education* educational goal within a reasonable period of time.	88.4%	78.1%	80.0%
2. A variety of *courses in my major* are offered to complete my educational goal within a reasonable period of time.	84.8%	72.4%	74.7%
3. Generally, I am able to get the classes I need to meet my educational goal.	89.6%	83.4%	84.5%
Average	**87.6%**	**78.0%**	**79.7%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.

	New student	Continuing student	Total
Curriculum and Instruction			
1. I feel at ease talking with my instructor(s) outside of the classroom.	88.2%	87.4%	87.5%
2. In general, instructors attempt to be fair and objective in their presentation of course materials.	94.0%	94.6%	94.5%
3. In general, instructors clearly define how I will be graded.	95.6%	94.6%	94.8%
4. Faculty care about their students' success.	87.2%	87.8%	87.7%
5. Faculty have been available for help outside of class.	86.2%	88.1%	87.8%
6. I believe my courses will prepare me well for future employment.	92.0%	90.6%	90.8%
7. I believe my courses will prepare me well for transfer to a 4 year institution.	93.8%	93.8%	93.9%
8. Overall, I am satisfied with the course content in most of my classes.	93.1%	94.2%	94.0%
9. The amount of homework in most of my classes was fair.	90.6%	90.5%	90.6%
10. Most of the classes I took were interesting.	92.0%	91.4%	91.4%
11. I am satisfied with the overall quality of instruction.	93.3%	92.7%	92.8%
Average	**91.5%**	**91.4%**	**91.4%**
Course Scheduling			
1. The college should offer more Information Technology courses.	86.6%	87.8%	87.6%
2. The college should offer more flexible course scheduling.	88.9%	90.3%	90.0%
3. The college should offer more short-term courses.	86.1%	85.4%	85.5%
Average	**87.2%**	**87.8%**	**87.7%**
Physical Facilities			
1. The campus library has an adequate and up-to-date selection of books, periodicals, and other resource materials for my needs.	82.1%	64.2%	67.2%
2. Library staff are nice and helpful.	90.8%	82.7%	84.0%
3. The library is open when I need it.	89.3%	83.4%	84.4%
4. In general, classroom facilities are adequate for instruction.	89.4%	84.1%	85.1%
5. Computer labs are equipped with updated computers and software.	92.7%	87.1%	88.0%
6. I am satisfied with services provided by library staff.	91.7%	84.3%	85.5%
7. I am satisfied with services provided by the campus book store.	80.5%	75.9%	76.7%
8. The availability of computer labs is sufficient to meet my educational needs.	86.8%	82.4%	83.1%
9. There is adequate study space on campus.	88.3%	77.5%	79.5%
Average	**88.0%**	**80.2%**	**81.5%**
Campus Climate			
1. College staff have been helpful.	93.9%	93.5%	93.5%
2. I feel valued as a student.	81.0%	82.9%	82.5%
3. Students are friendly.	94.6%	90.2%	91.0%
4. I feel a sense of belonging in this college.	81.5%	83.1%	82.9%
5. I feel comfortable in the college environment.	93.3%	93.4%	93.3%
6. I feel safe on campus.	92.2%	90.0%	90.4%
7. I am treated with respect at this college.	96.2%	94.8%	95.0%
8. Students have a substantial voice in matters related to programs and services.	89.3%	78.8%	80.5%
Average	**90.3%**	**88.3%**	**88.6%**
Financial Aid and Fees			
1. Overall, I am satisfied with financial aid services.	76.8%	78.8%	78.4%
2. Student fees and tuition are affordable.	86.7%	90.6%	89.9%
3. Fee refund policies are reasonable.	85.9%	85.0%	85.1%
Average	**83.1%**	**84.8%**	**84.5%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.

	New student	Continuing student	Total
Support Services			
1. Transfer center services are useful in helping students transfer.	90.6%	88.0%	88.4%
2. DSPS (disabled students) services are always available when I need them.	93.8%	92.9%	93.1%
3. DSPS staff are nice and willing to help.	96.1%	94.1%	94.5%
4. Transfer center services are informative and helpful.	87.2%	86.3%	86.4%
5. EOPS (Educational Opportunities Programs and Services) staff are helpful.	92.7%	88.7%	89.3%
Average	**92.1%**	**90.0%**	**90.3%**
Academic Development			
1. The General Education classes (i.e., English, math, etc.) developed my academic skills in written and oral communication.	92.6%	93.1%	93.0%
2. The General Education classes developed my critical thinking skills.	91.7%	92.6%	92.5%
3. The General Education classes developed my academic abilities in math and quantitative skills.	92.2%	91.2%	91.4%
4. The college education developed my occupational competence.	90.7%	90.4%	90.4%
Average	**91.8%**	**91.8%**	**91.8%**
Personal Development			
1. I am more aware of and appreciate human diversity after attending this college.	87.3%	89.8%	89.4%
2. The college education helped me to understand myself better.	83.0%	84.9%	84.6%
3. I have gained knowledge in different fields.	92.4%	94.7%	94.3%
4. I have gained computer skills.	68.7%	78.0%	76.4%
5. I have learned about other parts of the world and other people.	86.3%	88.9%	88.4%
6. I have gained interpersonal skills by interacting with people on campus.	87.4%	87.6%	87.6%
Average	**84.2%**	**87.3%**	**86.8%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.

Student Satisfaction by Part-time/Full-time Status - City College

Part I: Please rate the level of importance and your satisfaction with the following services:

Level of Importance				Level of Satisfaction		
Part-time	Full-time	Total	SERVICES	Part-time	Full-time	Total
95.9%	96.0%	95.9%	1. Admissions Process	94.1%	95.0%	94.4%
97.2%	97.9%	97.5%	2. Course Registration Process	93.6%	92.0%	93.0%
96.7%	96.1%	96.4%	3. Curriculum/Instruction	90.3%	91.3%	90.7%
91.6%	92.5%	91.9%	4. Campus Bookstore	71.7%	66.3%	69.7%
75.1%	81.0%	77.3%	5. Health Services	89.5%	88.0%	88.9%
69.4%	71.8%	70.3%	6. Affirmative Action Office	89.5%	86.4%	88.3%
82.6%	84.0%	83.1%	7. Assessment/Testing Center	88.1%	88.0%	88.1%
88.5%	93.9%	90.5%	8. Financial Aid Service	76.8%	76.1%	76.5%
87.9%	90.8%	88.9%	9. Tutoring Center	88.7%	91.8%	90.0%
61.4%	65.1%	62.8%	10. Student Government	84.1%	79.2%	82.1%
92.1%	93.8%	92.7%	11. Computer Labs	85.4%	86.0%	85.6%
94.4%	95.2%	94.7%	12. Library Facilities and Services	79.0%	75.5%	77.6%
85.8%	89.4%	87.1%	13. Accounting/Cashier Office	90.9%	89.7%	90.5%
77.9%	82.3%	79.5%	14. Cafeteria/Snack Bar	64.4%	57.9%	62.0%
93.3%	96.1%	94.4%	15. Academic Counseling	77.9%	78.6%	78.3%
83.8%	88.6%	85.6%	16. DSPS	92.9%	92.9%	92.9%
84.4%	90.4%	86.6%	17. EOPS	87.6%	86.1%	86.9%
77.2%	83.2%	79.4%	18. New Student Orientation	81.1%	83.5%	82.1%
70.2%	78.4%	73.2%	19. Student Affairs/Activities Office	87.3%	84.7%	86.2%
88.4%	94.4%	90.6%	20. Transfer Center	82.6%	83.1%	82.8%
87.6%	91.4%	88.9%	21. Learning Resource Center	88.0%	87.2%	87.7%
89.2%	90.5%	89.7%	22. Parking Services	36.7%	34.9%	36.1%
85.0%	**88.3%**	**86.2%**	**Average**	**82.7%**	**81.6%**	**82.3%**

Note 1: importance includes "very important" and "important"

Note 2: satisfaction includes "very satisfied" and "satisfied".

Note 3: "not applicable" is taken out of the calculation.

Note 4: part-time students-unit enrolled >=12; part-time student-unit enrolled < 12

Part II: Please rate your level of agreement with the following statements:

	Part-time	Full-time	Total
Admission and Course Registration			
1. I did not have any problems with the application process.	90.6%	90.3%	90.4%
2. Admissions staff were helpful throughout the application process.	89.2%	87.9%	88.7%
3. Overall, I was satisfied with the application process.	93.3%	92.9%	93.2%
4. The information presented in the class schedule is clear and easy to understand.	91.8%	91.5%	91.6%
5. The ClassTalk registration process is easy to use.	95.1%	94.9%	95.0%
Average	**92.0%**	**91.5%**	**91.8%**
Orientation			
	77.8%	75.9%	77.0%
2. The new student orientation I attended was well organized.	80.1%	80.1%	80.1%
3. Student orientation is effective in helping new students adjust to the college.	84.4%	83.8%	84.1%
4. It should be mandatory for all new students to attend a new student orientation.	73.3%	72.8%	73.2%
Average	**78.9%**	**78.2%**	**78.6%**
Assessment			
1. The reading and writing assessment test helped me enroll in the appropriate level English class.	84.2%	82.0%	83.4%
2. The math assessment test helped me enroll in the appropriate level math class.	84.7%	76.2%	81.2%
3. Counselors/assessment staff clearly explained the assessment results to me.	72.8%	69.1%	71.3%
4. Assessment tests were offered frequently and at times that met my needs.	74.2%	71.2%	73.0%
Average	**79.0%**	**74.6%**	**77.2%**
Counseling/Advising			
1. The counseling session(s) helped me clarify my educational goal.	72.4%	72.8%	72.5%
2. The counseling session(s) helped me select courses I need to attain my educational goal.	77.2%	77.8%	77.5%
3. The counselor(s) helped me understand course prerequisites.	78.4%	78.6%	78.5%
4. Counseling session(s) are informative and helpful.	80.8%	80.3%	80.6%
5. Counselors are interested in helping students.	83.0%	82.5%	82.8%
6. Counselors care about me as an individual.	70.4%	70.5%	70.4%
7. Counselors are concerned about my academic success.	74.2%	72.7%	73.7%
Average	**76.6%**	**76.5%**	**76.6%**
Follow-up of Student Academic Status			
1. The college has done a good job in following up with student academic status.	64.9%	64.3%	64.7%
2. I am adequately informed about my academic status.	44.1%	43.8%	44.0%
3. College is responsive in helping students improve academic performance.	71.7%	70.8%	71.4%
4. Counselors have helped me to understand my academic status.	63.6%	64.7%	64.0%
Average	**61.1%**	**60.9%**	**61.0%**
Course Availability			
1. *General Education* courses are offered in sufficient numbers and at various times for me to complete my educational goal within a reasonable period of time.	78.7%	82.5%	80.1%
2. A variety of *courses in my major* are offered to complete my educational goal within a reasonable period of time.	74.0%	75.7%	74.7%
3. Generally, I am able to get the classes I need to meet my educational goal.	83.0%	86.8%	84.4%
Average	**78.6%**	**81.7%**	**79.7%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.

	Part-time	Full-time	Total
Curriculum and Instruction			
1. I feel at ease talking with my instructor(s) outside of the classroom.	88.9%	85.1%	87.5%
2. In general, instructors attempt to be fair and objective in their presentation of course materials.	94.9%	93.9%	94.5%
3. In general, instructors clearly define how I will be graded.	94.7%	94.8%	94.8%
4. Faculty care about their students' success.	88.0%	87.0%	87.6%
5. Faculty have been available for help outside of class.	87.2%	88.5%	87.6%
6. I believe my courses will prepare me well for future employment.	91.2%	90.3%	90.9%
7. I believe my courses will prepare me well for transfer to a 4 year institution.	93.6%	94.2%	93.8%
8. Overall, I am satisfied with the course content in most of my classes.	93.8%	94.3%	94.0%
9. The amount of homework in most of my classes was fair.	91.3%	89.3%	90.6%
10. Most of the classes I took were interesting.	91.6%	90.9%	91.3%
11. I am satisfied with the overall quality of instruction.	92.8%	92.6%	92.7%
Average	**91.6%**	**91.0%**	**91.4%**
Course Scheduling			
1. The college should offer more Information Technology courses.	88.6%	85.7%	87.5%
2. The college should offer more flexible course scheduling.	90.7%	88.8%	90.1%
3. The college should offer more short-term courses.	86.8%	83.0%	85.4%
Average	**88.7%**	**85.8%**	**87.7%**
Physical Facilities			
1. The campus library has an adequate and up-to-date selection of books, periodicals, and other resource materials for my needs.	69.6%	62.7%	67.0%
2. Library staff are nice and helpful.	85.2%	81.9%	83.9%
3. The library is open when I need it.	83.8%	85.6%	84.5%
4. In general, classroom facilities are adequate for instruction.	85.9%	83.9%	85.2%
5. Computer labs are equipped with updated computers and software.	88.2%	87.5%	87.9%
6. I am satisfied with services provided by library staff.	86.2%	84.7%	85.6%
7. I am satisfied with services provided by the campus book store.	79.0%	73.0%	76.8%
8. The availability of computer labs is sufficient to meet my educational needs.	83.1%	83.2%	83.2%
9. There is adequate study space on campus.	80.6%	77.6%	79.5%
Average	**82.4%**	**80.0%**	**81.5%**
Campus Climate			
1. College staff have been helpful.	92.8%	94.9%	93.6%
2. I feel valued as a student.	82.0%	83.2%	82.4%
3. Students are friendly.	90.4%	92.1%	91.0%
4. I feel a sense of belonging in this college.	82.6%	83.2%	82.8%
5. I feel comfortable in the college environment.	93.7%	92.7%	93.3%
6. I feel safe on campus.	89.4%	92.0%	90.3%
7. I am treated with respect at this college.	94.7%	95.7%	95.0%
8. Students have a substantial voice in matters related to programs and services.	80.5%	80.6%	80.6%
Average	**88.3%**	**89.3%**	**88.6%**
Financial Aid and Fees			
1. Overall, I am satisfied with financial aid services.	77.5%	79.7%	78.4%
2. Student fees and tuition are affordable.	89.8%	89.8%	89.9%
3. Fee refund policies are reasonable.	85.4%	84.6%	85.1%
Average	**84.2%**	**84.7%**	**84.5%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.

	Part-time	Full-time	Total
Support Services			
1. Transfer center services are useful in helping students transfer.	88.1%	89.0%	88.5%
2. DSPS (disabled students) services are always available when I need them.	93.5%	92.1%	93.0%
3. DSPS staff are nice and willing to help.	94.2%	94.8%	94.4%
4. Transfer center services are informative and helpful.	86.1%	86.9%	86.5%
5. EOPS (Educational Opportunities Programs and Services) staff are helpful.	89.5%	89.0%	89.3%
Average	**90.3%**	**90.4%**	**90.3%**
Academic Development			
1. The General Education classes (i.e., English, math, etc.) developed my academic skills in written and oral communication.	93.4%	92.3%	93.0%
2. The General Education classes developed my critical thinking skills.	93.3%	91.1%	92.4%
3. The General Education classes developed my academic abilities in math and quantitative skills.	92.2%	90.2%	91.4%
4. The college education developed my occupational competence.	91.0%	89.6%	90.5%
Average	**92.5%**	**90.8%**	**91.8%**
Personal Development			
1. I am more aware of and appreciate human diversity after attending this college.	89.0%	90.0%	89.4%
2. The college education helped me to understand myself better.	84.5%	84.6%	84.5%
3. I have gained knowledge in different fields.	93.4%	95.8%	94.3%
4. I have gained computer skills.	77.4%	74.7%	76.4%
5. I have learned about other parts of the world and other people.	87.2%	90.4%	88.4%
6. I have gained interpersonal skills by interacting with people on campus.	86.7%	88.8%	87.5%
Average	**86.4%**	**87.4%**	**86.8%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.

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Mesa College

Summary

CHAPTER FOUR: MESA COLLEGE

Demographic Comparisons

At Mesa College, a total of 3,215 students (62% of all respondents) provided valid ID numbers. Variables included in the demographic comparisons of the respondents with Mesa College's general student population were: gender, age, ethnicity, educational objective, enrollment status, number of hours employed, first-generation, day/evening status, and part-time/full-time status (see pages 100-101). Following are the highlights of the results:

Generally, demographic distributions of the respondents mirrored the corresponding distributions of Mesa College student population. Exceptions noted were:

- Students between ages 18-20 were over-represented among the respondents.
- A slightly higher percent of respondents selected "obtain BA after AA" as their educational objective.
- Respondents included a slightly lower percent of students working full-time.
- Respondents included a higher representation of day students and those attending school both day and evening.
- Part-time students were under-represented, while full-time students were over-represented among the respondents.

Gap Analyses of Service Areas

Student responses were summarized for each question (see pages 102-105). Perceived levels of satisfaction (very satisfied and satisfied) were compared to perceived levels of importance (very important and important) for the 22 service areas in order to assess the relative gap in perceptions for the two measures (see Table 1). Negative gaps reflect service areas that were rated low in satisfaction but high in importance. In contrast, positive values indicated services that received higher satisfaction, but lower importance ratings. Results showed that parking services, campus bookstore, academic counseling, cafeteria/snack bar, and Financial Aid Services had the largest negative gaps, suggesting that students had lower satisfaction with these services when compared with their perceived level of importance. In comparison, Affirmative Action Office, Student Government, and Student Affairs/Activities Office received low importance and high satisfaction ratings. Learning Resource Center and library facilities and services had very small discrepancies between the level of satisfaction and their respective level of importance which suggests these areas require no additional attention.

Table 1: Gaps between Level of Satisfaction and Level of Importance-Rank Ordered

SERVICES	Satisfaction	Importance	Gap
Parking Services	23.4%	92.9%	-69.5%
Campus Bookstore	67.0%	89.7%	-22.7%
Academic Counseling	72.7%	93.8%	-21.1%
Cafeteria/Snack Bar	60.8%	79.0%	-18.2%
Financial Aid Service	77.0%	87.2%	-10.2%
Transfer Center	81.2%	90.5%	-9.3%
Course Registration Process	89.1%	97.3%	-8.2%
Curriculum/Instruction	88.8%	96.8%	-8.0%
Accounting/Cashier Office	79.3%	84.3%	-5.0%
Computer Labs	89.2%	92.3%	-3.1%
Tutoring Center	83.8%	86.7%	-2.9%
Admissions Process	92.7%	95.5%	-2.8%
Library Facilities and Services	93.3%	95.7%	-2.4%
Learning Resource Center	92.6%	90.8%	1.8%
EOPS	84.6%	81.4%	3.2%
DSPS	89.0%	83.5%	5.5%
Assessment/Testing Center	83.7%	77.8%	5.9%
New Student Orientation	77.6%	70.1%	7.5%
Student Affairs/Activities Office	83.0%	67.8%	15.2%
Health Services	87.5%	71.2%	16.3%
Student Government	78.6%	57.5%	21.1%
Affirmative Action Office	85.6%	60.9%	24.7%

Note: Gap indicates discrepancy between the percent of satisfaction (very satisfied and satisfied) and the percent of importance (very important and important)

Table 2 shows which services that received both high importance and high satisfaction as well as those areas that received high importance but low satisfaction at Mesa College. High importance/high satisfaction areas indicate the college's strength or high performance areas, while high importance/low satisfaction services pinpoint areas that need improvement. As shown in Table 2, top high importance/high satisfaction areas included: library facilities and services, Learning Resource Center, admissions process, and course registration process. In contrast, parking services, cafeteria/snack bar, campus bookstore, and academic counseling were on top of the high important/low satisfaction list, indicating a need for improvement.

Table 2: Importance and Satisfaction Crosstab – Rank Ordered

Services	High Importance/High Satisfaction Areas	Services	High Importance/Low Satisfaction Areas
Library Facilities and Services	91.2%	Parking Services	72.9%
Learning Resource Center	89.6%	Cafeteria/Snack Bar	32.7%
Admissions Process	88.9%	Campus Bookstore	29.5%
Course Registration Process	87.4%	Academic Counseling	25.7%
Curriculum/Instruction	86.9%	Financial Aid Service	20.9%
Computer Labs	86.2%	Accounting/Cashier Office	17.3%
DSPS	82.0%	Transfer Center	16.5%
Tutoring Center	79.0%	New Student Orientation	14.5%
EOPS	78.7%	Tutoring Center	13.3%
Transfer Center	78.5%	Assessment/Testing Center	11.5%
Health Services	75.4%	EOPS	11.3%
Assessment/Testing Center	74.5%	Curriculum/Instruction	10.5%
Financial Aid Service	73.0%	Course Registration Process	10.3%
Student Affairs/Activities Office	72.0%	Student Government	9.2%
Accounting/Cashier Office	71.0%	Computer Labs	9.2%
Academic Counseling	70.6%	Student Affairs/Activities Office	9.0%
Affirmative Action Office	70.3%	Health Services	8.9%
New Student Orientation	67.1%	DSPS	7.3%
Student Government	62.0%	Affirmative Action Office	7.1%
Campus Bookstore	61.2%	Admissions Process	6.9%
Cafeteria/Snack Bar	50.3%	Library Facilities and Services	5.7%
Parking Services	21.8%	Learning Resource Center	5.3%

Note: High Importance/High Satisfaction Areas: percent selected important (very important or important) and satisfied (very satisfied or satisfied) with the service
High Importance/Low Satisfaction Areas: percent selected important (very important or important) but dissatisfied (very dissatisfied or dissatisfied) with the service

Analyses of Survey Themes

Satisfaction ratings ("strongly agree" and "agree") were summarized by each survey theme and the ratings were rank ordered in Table 3 (also see pages 103-105). On average, questions related to *admissions and course registration* theme received the highest satisfaction ratings, followed by *support service, curriculum and instruction*, and *physical facilities* themes. Questions addressing the *follow-up of student academic status* theme received the lowest satisfaction ratings.

Survey results also suggested the need to provide more information technology classes, more flexible class schedules, and more short-term classes.

Table 3: Satisfaction by Survey Themes –Rank Ordered

THEMES	Strongly Agree	Agree	Total
Admissions and Course Registration	34.8%	55.1%	89.9%
Support Services	24.4%	63.7%	88.1%
Curriculum and Instruction	24.7%	63.0%	87.6%
Physical Facilities	26.5%	60.8%	87.3%
Academic Development	19.3%	66.7%	86.1%
Course Scheduling	37.1%	48.6%	85.7%
Campus Climate	16.7%	68.2%	84.8%
Financial Aid and Fees	27.1%	54.8%	81.9%
Personal Development	21.2%	56.9%	78.1%
Course Availability	15.9%	61.0%	76.9%
Counseling/Advising	26.2%	48.7%	74.8%
Orientation	21.2%	51.2%	72.4%
Assessment	21.6%	49.7%	71.3%
Follow-up of Student Academic Status	13.2%	43.4%	56.6%
AVERAGE	23.6%	56.6%	80.1%

Note: Gap indicates discrepancy between the percent of satisfaction (very satisfied and satisfied) and the percent of importance (very important and important)

Situational and Background Questions

In the survey, students were asked to report hours they normally spent on campus per week, hours they spent on studying per week, their parents' educational level, and number of semesters they enrolled in the college (see pages 105-106). Following are the highlights of the results:

- About 72% of the respondents spent less than 6 hours per week on campus.
- About 39% of the Mesa respondents indicated that they spent 1-5 hours per week on studying or doing homework. Another 32% spent 6-10 hours per week on studying per week.
- About 52% of the respondents reported their parents' education had "college degree" or "some college". Another 19% of the respondents reported that their parents received graduate degrees.
- On average, the length of enrollment for students at the district was nearly four semesters.

Satisfaction by Demographics

Gender

Service Areas

Satisfaction ratings were broken down by gender for each question (see pages 107-110). In general, females perceived the 22 services as slightly more important than males and their satisfaction with these services was also slightly higher.

Table 4 shows the gaps between the level of satisfaction and the level of importance by gender. Results indicated that parking services had the largest negative gap for both groups. In addition, campus bookstore and academic counseling also had large negative gaps for both females and males. Females also indicated lower satisfaction with cafeteria/snack bar services. The Affirmative Action Office received high satisfaction but low importance ratings from both groups. Males reported higher satisfaction with student government and new student orientation.

Survey Themes

No noticeable differences were found between females and males in terms of their satisfaction with the survey themes (see pages 108-110). Questions related to the *follow-up of student academic status* theme received the lowest satisfaction ratings when compared with other themes.

Table 4: Gaps between Level of Satisfaction and Level of Importance by Gender

SERVICES	Female	Male
Admissions Process	-0.10%	-1.0%
Course Registration Process	-2.30%	-3.2%
Curriculum/Instruction	-2.00%	-2.7%
Campus Bookstore	-6.30%	-8.5%
Health Services	1.80%	4.2%
Affirmative Action Office	5.10%	5.8%
Assessment/Testing Center	0.50%	-1.2%
Financial Aid Service	-3.50%	-1.8%
Tutoring Center	-2.10%	0.3%
Student Government	2.50%	8.5%
Computer Labs	-0.10%	0.4%
Library Facilities and Services	-0.40%	-1.9%
Accounting/Cashier Office	-2.10%	-0.4%
Cafeteria/Snack Bar	-7.20%	-3.9%
Academic Counseling	-7.10%	-6.0%
DSPS	-1.80%	1.1%
EOPS	-0.60%	1.2%
New Student Orientation	3.50%	5.9%
Student Affairs/Activities Office	3.00%	7.2%
Transfer Center	-3.40%	-3.3%
Learning Resource Center	0.80%	-0.8%
Parking Services	-21.80%	-23.0%
AVERAGE	-2.0%	-1.1%

Note: Gap indicates discrepancy between the percent of satisfaction (very satisfied and satisfied) and the percent of importance (very important and important)

Ethnicity

Service Areas

Satisfaction ratings were broken down by ethnicity for each question (see pages 111-115). Because of the small sample size in the category, American Indians were taken out of the analysis. In general, Filipinos perceived the 22 services as slightly more important than other ethnic groups. In contrast, whites perceived these services as lower importance than other groups. In terms of satisfaction, Asians/Pacific Islanders expressed lower satisfaction and Filipinos reported higher satisfaction with these services.

Table 5 shows the gaps between the level of satisfaction and the level of importance by ethnicity. Results indicated that parking services and campus bookstore had the largest negative gaps for all ethnic groups, especially for Asians, whites, Hispanics, and Filipinos. This suggests that these groups were less satisfied with these two services. African Americans also reported lower satisfaction with DSPS. Asians, whites, and Hispanics indicated lower satisfaction with cafeteria/snack bar. Academic counseling received lower satisfaction ratings from whites and Filipinos. Filipinos also expressed lower satisfaction with Accounting/Cashier Office. Student

Government, an area reported as low importance, received high satisfaction ratings from Hispanics. Asians, African Americans, and Hispanics indicated higher satisfaction with the Affirmation Action Office.

Survey Themes

In general, whites indicated lower satisfaction with the *orientation* and *follow-up of student academic status* themes than other ethnic groups (see pages 112-115). In contrast, Filipinos reported higher satisfaction with themes addressing *counseling/advising, financial aid and fees, support services, academic development*, and *personal development* than other groups. Questions related to the *follow-up of student academic status* theme received the lowest satisfaction ratings when compared with other survey themes.

Table 5: Gaps between Level of Satisfaction and Level of Importance by Ethnicity

SERVICES	Asian/Pac Islander	African American	White	Hispanic	Filipino	Other
Admissions Process	-0.20%	-1.8%	-0.5%	-0.1%	-1.2%	-4.1%
Course Registration Process	-4.50%	-1.1%	-2.1%	-2.9%	-1.4%	-3.5%
Curriculum/Instruction	-5.80%	1.4%	-2.7%	-0.1%	0.6%	0.6%
Campus Bookstore	-7.70%	-4.2%	-6.3%	-10.2%	-7.1%	-8.9%
Health Services	3.10%	-1.2%	2.3%	2.3%	5.1%	3.8%
Affirmative Action Office	7.10%	7.0%	3.2%	6.6%	-1.6%	9.2%
Assessment/Testing Center	-1.50%	-5.0%	1.0%	-1.5%	-1.9%	3.4%
Financial Aid Service	-3.70%	0.2%	-1.5%	-5.9%	0.0%	-3.9%
Tutoring Center	-3.60%	-1.6%	0.3%	-1.1%	-3.5%	1.0%
Student Government	1.50%	-0.2%	4.7%	12.1%	3.2%	0.2%
Computer Labs	-1.20%	-1.6%	0.4%	1.0%	-0.8%	-1.2%
Library Facilities and Services	-2.30%	-2.2%	-0.4%	-1.6%	-0.7%	-3.1%
Accounting/Cashier Office	2.80%	-0.5%	-2.9%	0.2%	-6.3%	-1.6%
Cafeteria/Snack Bar	-7.30%	0.0%	-5.4%	-8.3%	-1.9%	-7.1%
Academic Counseling	-2.80%	-4.1%	-7.2%	-2.9%	-6.8%	-12.8%
DSPS	0.20%	-13.1%	1.3%	1.2%	-6.0%	-3.2%
EOPS	0.20%	-7.4%	0.9%	1.0%	-3.2%	-2.5%
New Student Orientation	3.20%	3.8%	4.3%	5.4%	-0.1%	5.0%
Student Affairs/Activities Office	3.80%	-3.7%	5.9%	4.2%	7.2%	-0.3%
Transfer Center	-3.40%	2.8%	-3.2%	-3.5%	-2.7%	-8.0%
Learning Resource Center	-2.80%	2.6%	0.4%	-0.5%	0.2%	-2.8%
Parking Services	-30.00%	-7.5%	-21.9%	-22.1%	-14.9%	-21.5%
AVERAGE	-2.5%	-1.7%	-1.3%	-1.2%	-2.0%	-2.8%

Note: Gap indicates discrepancy between the percent of satisfaction (very satisfied and satisfied) and the percent of importance (very important and important)

Age

Service Areas

Satisfaction ratings were broken down by age group for each question (see pages 116-120). No significant differences were found among age groups with regard to the level of importance and their satisfaction with the 22 services.

Table 6 shows the gaps between level of satisfaction and level of importance by age group. Results suggested that parking services had the largest negative gap for most students especially for students under age 25. This implies that these students were less satisfied with campus parking. Students under age 50 also indicated lower satisfaction with academic counseling. cafeteria/snack bar services and campus bookstore received relatively low satisfaction ratings from all age groups. Students who were under age 18 reported low satisfaction with course registration and computer labs. Students between ages 31-40 expressed low satisfaction with Transfer Center. Health Services received high satisfaction ratings from students who were under age 18 and over 50. Affirmation Action Office, an area reported as low importance, received higher satisfaction ratings from all age groups. Students between ages 21-30 and over 50 indicated low importance but high satisfaction ratings with Student Government. Students Affairs/Activities Office received higher satisfaction ratings from students under age 20 and over 50, however, it received lower satisfaction ratings from the 41-50 age group.

Survey Themes

In general, students who were over 41 reported slightly higher satisfaction with all survey themes than younger students (see pages 117-120). Students who were under age 18 indicated lower satisfaction with the *orientation*, *course scheduling*, and *personal development* themes than other age groups. In comparison with other groups, the 21-25 age group expressed slightly lower satisfaction with *counseling/advising* theme. The *follow-up of student academic status* theme received the lowest satisfaction ratings when compared to other survey themes.

Table 6: Gaps between Level of Satisfaction and Level of Importance by Age

SERVICES	Under 18	18-20	21-25	26-30	31-40	41-50	Over 50
Admissions Process	-3.7%	0.3%	-0.8%	-0.5%	1.1%	-4.9%	-2.7%
Course Registration Process	-9.8%	-4.5%	-1.5%	-0.5%	-2.0%	-2.9%	3.3%
Curriculum/Instruction	-4.0%	-1.1%	-2.5%	-4.3%	-3.2%	-4.0%	-0.3%
Campus Bookstore	-3.5%	-8.7%	-8.3%	-6.4%	-6.2%	5.4%	-7.4%
Health Services	12.8%	5.2%	1.7%	-2.3%	0.1%	-2.3%	9.9%
Affirmative Action Office	9.2%	7.0%	3.7%	3.3%	3.7%	3.9%	4.1%
Assessment/Testing Center	-0.2%	-1.3%	2.4%	1.2%	-8.6%	-3.0%	8.6%
Financial Aid Service	-3.7%	-2.5%	-2.5%	-5.1%	-8.8%	1.8%	13.3%
Tutoring Center	-0.9%	-3.0%	0.5%	3.9%	-7.7%	-1.3%	9.1%
Student Government	0.6%	4.2%	6.6%	7.3%	3.7%	-1.9%	16.5%
Computer Labs	-6.7%	0.7%	1.4%	-1.6%	-3.6%	0.1%	1.3%
Library Facilities and Services	-2.9%	-1.1%	-0.4%	-1.3%	-4.3%	1.5%	1.0%
Accounting/Cashier Office	3.6%	1.0%	-2.3%	-0.6%	-10.1%	-4.9%	2.5%
Cafeteria/Snack Bar	-6.6%	-5.2%	-4.9%	-8.4%	-8.7%	-3.1%	-5.3%
Academic Counseling	-7.2%	-6.3%	-7.2%	-6.0%	-7.6%	-6.3%	-1.9%
DSPS	0.3%	-1.7%	1.0%	0.2%	-3.5%	0.4%	5.8%
EOPS	6.3%	-0.5%	2.0%	-1.3%	-5.0%	-1.3%	5.5%
New Student Orientation	-3.0%	5.9%	4.1%	2.6%	-0.4%	14.3%	8.9%
Student Affairs/Activities Office	13.1%	7.0%	2.3%	5.7%	3.2%	-8.2%	14.1%
Transfer Center	-0.5%	-2.3%	-3.8%	-3.1%	-11.3%	-1.9%	4.3%
Learning Resource Center	1.2%	0.4%	0.3%	-0.7%	-3.2%	1.4%	1.7%
Parking Services	-41.0%	-28.3%	-24.1%	-13.6%	-7.5%	-14.8%	-2.2%
AVERAGE	-2.1%	-1.6%	-1.5%	-1.4%	-4.1%	-1.5%	4.1%

Note: Gap indicates discrepancy between the percent of satisfaction (very satisfied and satisfied and the percent of importance (very important and important)

Day/Evening Status

Service Areas

Satisfaction ratings were broken down by day/evening status for each question (see pages 121-125). Three groups were included: those attending school during daytime only, those attending school during evening time only, and those attending school both day and evening. No significant differences were found among the groups with regard to the level of importance and level of satisfaction with the 22 services.

Table 7 shows the gaps or discrepancies between the level of satisfaction and the level of importance by day/evening status. Results indicated that parking services had the largest negative gap especially for daytime students and those attending school both day and evening. Campus bookstore also received relatively large negative gaps from all three groups. This suggests that students from all three groups were less satisfied with these two services. Day students, as well as both day and evening students, also reported lower satisfaction with cafeteria/snack bar and academic counseling services. Student Government, an area reported as low importance, received high satisfaction ratings from all three groups. Affirmation Action Office, new student orientation, and Student Affairs/Activities Office received high satisfaction

ratings from daytime students as well as both day and evening students. Evening students expressed higher satisfaction with Tutoring Center.

Survey Themes

On average, evening students expressed slightly higher satisfaction with the themes *orientation* and *curriculum and instruction* (see pages 122-125). Students who attended school at both day and evening indicated slightly lower satisfaction with the *assessment* theme. Questions related to the *follow-up of student academic status* theme received the lowest satisfaction ratings when compared with other survey themes. No other significant differences were found.

Table 7: Gaps between Level of Satisfaction and Level of Importance by Day/Evening Status

SERVICES	Day	Evening	Both
Admissions Process	0.1%	-1.5%	-0.5%
Course Registration Process	-4.1%	-1.1%	-0.8%
Curriculum/Instruction	-1.9%	-1.3%	-2.9%
Campus Bookstore	-7.2%	-5.0%	-7.7%
Health Services	2.0%	1.6%	5.3%
Affirmative Action Office	5.0%	3.5%	7.5%
Assessment/Testing Center	-0.8%	-3.4%	1.6%
Financial Aid Service	-2.8%	-3.2%	-2.4%
Tutoring Center	-2.6%	5.0%	-0.8%
Student Government	4.8%	6.0%	6.0%
Computer Labs	0.2%	2.3%	-0.5%
Library Facilities and Services	-1.8%	2.4%	-1.3%
Accounting/Cashier Office	-2.4%	0.0%	-0.3%
Cafeteria/Snack Bar	-6.0%	0.1%	-6.7%
Academic Counseling	-7.1%	-3.3%	-6.3%
DSPS	-0.9%	-0.6%	0.5%
EOPS	0.6%	-1.2%	-0.2%
New Student Orientation	5.0%	1.9%	6.3%
Student Affairs/Activities Office	4.8%	1.9%	5.4%
Transfer Center	-3.2%	-2.5%	-3.7%
Learning Resource Center	0.5%	0.1%	-0.1%
Parking Services	-23.4%	-13.1%	-25.2%
AVERAGE	-1.9%	-0.5%	-1.2%

Note. Gap indicates discrepancy between the percent of satisfaction (very satisfied and satisfied) and the percent of importance (very important and important)

New/Continuing Status

Service Areas

Satisfaction ratings were broken down by new/continuing students for each question (see pages 126-129). Because of the small sample size in the category, concurrently enrolled high school students were taken out of this analysis. No difference was found between new and continuing students with respect to their perceived level of importance and their satisfaction with the 22 services (listed in the survey).

Table 8 shows the gaps between the level of satisfaction and the level of importance by new/continuing students. Results suggested that parking services received the largest negative gap for both groups. Campus bookstore and academic counseling also had large negative gaps for both groups. Continuing students rated lower satisfaction with cafeteria/snack bar services. Both groups reported low importance but higher satisfaction with Student Government and Student Affairs/Activities Office. Continuing students also expressed higher satisfaction with Affirmative Action Office.

Survey Themes

In general, new students expressed slightly lower satisfaction with the *orientation* and *personal development* themes; however, they expressed slightly higher satisfaction with the themes addressing *physical facilities* and *academic development* (see pages 127-129). Questions related to the *follow-up of student academic status* themes received the lowest satisfaction ratings when compared with other themes.

Table 8: Gaps between Level of Satisfaction and Level of Importance by New/Continuing Status

SERVICES	New Student	Continuing Student
Admissions Process	-0.1%	-0.6%
Course Registration Process	-4.6%	-2.1%
Curriculum/Instruction	-0.8%	-2.9%
Campus Bookstore	-6.9%	-7.5%
Health Services	3.0%	2.7%
Affirmative Action Office	2.1%	6.4%
Assessment/Testing Center	-1.7%	0.2%
Financial Aid Service	-1.3%	-3.3%
Tutoring Center	-3.8%	-0.2%
Student Government	8.2%	4.3%
Computer Labs	0.2%	0.0%
Library Facilities and Services	-0.5%	-1.2%
Accounting/Cashier Office	-0.7%	-1.7%
Cafeteria/Snack Bar	2.2%	-8.2%
Academic Counseling	-5.1%	-7.1%
DSPS	-1.5%	-0.1%
EOPS	-2.9%	1.2%
New Student Orientation	0.4%	6.2%
Student Affairs/Activities Office	6.1%	4.2%
Transfer Center	-0.1%	-4.5%
Learning Resource Center	-0.1%	0.1%
Parking Services	-25.9%	-21.3%
AVERAGE	-1.5%	-1.6%

Note: Gap indicates discrepancy between the percent of satisfaction (very satisfied and satisfied) and the percent of importance (very important and important)

Part-time/Full-time Status

Service Areas

Satisfaction ratings were broken down by part-time/full-time status for each question (see pages 130-133). Students who dropped all their classes were taken out of this analysis. In general, no significant differences were found between the two groups with respect to their perceived level of importance and their satisfaction with the 22 services.

Table 9 shows the gaps between the level of satisfaction and the level of importance by part-time/full-time status. Results indicated that parking services had the largest negative gaps for both groups. In addition, campus bookstore and academic counseling also had relatively large negative gaps between the level of satisfaction and their respective level of importance for both groups. Full-time students reported lower satisfaction with cafeteria/snack bar. This implied that students from both groups were less satisfied with these services. Student Government and the Affirmation Action Office received low importance but high satisfaction ratings from both

groups. Part-time students also indicated higher satisfaction with the Student Affairs/Activities Office.

Survey Themes

In general, no significant differences were found with respect to students' satisfaction with the survey themes; however, questions related to the *follow-up of student academic status* theme received the lowest satisfaction ratings when compared with other themes (see pages 131-133).

Table 9: Gaps between Level of Satisfaction and Level of Importance by New/Continuing Status

SERVICES	Part-time	Full-time
Admissions Process	-1.8%	1.5%
Course Registration Process	-1.8%	-4.1%
Curriculum/Instruction	-2.3%	-2.4%
Campus Bookstore	-8.3%	-5.8%
Health Services	2.8%	2.7%
Affirmative Action Office	5.4%	4.9%
Assessment/Testing Center	-1.4%	1.2%
Financial Aid Service	-3.9%	-1.4%
Tutoring Center	0.9%	-3.8%
Student Government	5.7%	4.4%
Computer Labs	-0.9%	1.4%
Library Facilities and Services	-1.1%	-0.9%
Accounting/Cashier Office	-1.6%	-1.0%
Cafeteria/Snack Bar	-3.3%	-9.2%
Academic Counseling	-6.0%	-7.3%
DSPS	-0.5%	-0.5%
EOPS	0.2%	-0.3%
New Student Orientation	3.8%	5.7%
Student Affairs/Activities Office	6.3%	2.7%
Transfer Center	-4.1%	-2.4%
Learning Resource Center	0.5%	-0.7%
Parking Services	-19.8%	-26.6%
AVERAGE	-1.4%	-1.9%

Note: Gap indicates discrepancy between the percent of satisfaction (very satisfied and satisfied) and the percent of importance (very important and important)

Student Comments

A content analysis was performed to identify themes from students' comments. The themes were summarized in Table 10.

Table 10: Identified Themes from Student Comments

College	Identified Themes
Mesa	• Inadequate parking/need parking structure/too many parking tickets were issued • ClassTalk was too lengthy/extend ClassTalk hours • Books are extremely expensive/not adequately stocked in the bookstore • Cafeteria is too expensive/need to improve selection • Offer more flexible class schedules (shorter class sessions and more class selection) • Extend library hours (open later and on weekends) • Improve quality of counseling services • Improve financial aid process • Classroom chairs are too small and uncomfortable • More tutors are needed at Tutoring Center

Chapter Summary

In general, demographic distributions of the respondents mirrored the corresponding distributions of Mesa College's student population. Gap analyses showed that parking services, campus bookstore, academic counseling, cafeteria/snack bar, and Financial Aid Services had the largest negative gaps between the levels of importance and satisfaction, suggesting a need for improvement. In contrast, library facilities and services, Learning Resource Center, admissions process, and course registration process were ranked at the top of the high important/high satisfaction list. In terms of satisfaction with survey themes, *admissions and course registration* theme received the highest satisfaction ratings, followed by *support services, curriculum and instruction*, and *physical facilities* themes. Questions addressing the *follow-up of student academic status* theme received the lowest satisfaction ratings.

Satisfaction ratings were broken down by gender, ethnicity, age, day/evening status, new/returning status, and part-time/full-time status. Results indicated no noticeable differences between male and female students. However, Asians were less satisfied with parking services than other ethnic groups. African Americans reported lower satisfaction with DSPS, while Hispanics indicated high satisfaction with Student Government. In terms of age groups, students over 50 indicated higher satisfaction than younger students. In general, evening students expressed slightly higher satisfaction than day and day/evening students. In addition, new students were more satisfied with cafeteria/snack bar than continuing students.

A content analysis was conducted to summarize themes among student comments. Students commented about inadequate parking, lengthy ClassTalk telephone registration, cost of books and food, and need for more flexible course scheduling.

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A content analysis was conducted to summarize themes among student comments. Students commented about inadequate parking, lengthy ClassTalk telephone registration, cost of books and food, and need for more flexible course scheduling.

II

Mesa College

Tables

Demographics of Survey Respondents - Mesa College

	Mesa Respondents		Mesa Student Population	
Gender	#	%	#	%
Female	1,785	55.5%	12,144	54.4%
Male	1,424	44.3%	10,149	45.5%
Unknown	6	0.2%	34	0.2%
Total	3,215	100.0%	22,327	100.0%

	Mesa Respondents		Mesa Student Population	
Age	#	%	#	%
Under 18	86	2.7%	1,455	6.5%
18-20	1,237	38.5%	6,403	28.7%
21-25	971	30.2%	6,429	28.8%
26-30	386	12.0%	3,015	13.5%
31-40	286	8.9%	2,777	12.4%
41-50	163	5.1%	1,494	6.7%
Over 50	86	2.7%	754	3.4%
Total	3,215	100.0%	22,327	100.0%

	Mesa Respondents		Mesa Student Population	
Ethnicity	#	%	#	%
American Indian	33	1.0%	249	1.1%
Asian	417	13.0%	3,030	13.6%
African American	186	5.8%	1,212	5.4%
White	1,626	50.6%	10,919	48.9%
Hispanic	433	13.5%	3,002	13.4%
Filipino	183	5.7%	1,242	5.6%
Pac Islander	157	4.9%	1,039	4.7%
Other	163	5.1%	1,422	6.4%
Unknown	17	0.5%	212	0.9%
Total	3,215	100.0%	22,327	100.0%

	Mesa Respondents		Mesa Student Population	
Educational Objective	#	%	#	%
Obtain BA After AA	1,329	41.3%	7,874	35.3%
Obtain BA Without AA	488	15.2%	3,362	15.1%
Obtain AA Without Transfer	127	4.0%	796	3.6%
Obtain 2Yr Voc Degree W/O Transfer	24	0.7%	157	0.7%
Earn Voc Cert Without Transfer	26	0.8%	251	1.1%
Discover Career Interests	146	4.5%	958	4.3%
Prepare for New Career	142	4.4%	1,252	5.6%
Advance in Current Job/Career	69	2.1%	961	4.3%
Maintain Certificate/License	27	0.8%	274	1.2%
Educational Development	126	3.9%	1,103	4.9%
Improve Basic Skills	29	0.9%	196	0.9%
Complete Credits for HS Dip/GED	15	0.5%	101	0.5%
Undecided	623	19.4%	4,538	20.3%
Unknown	44	1.4%	504	2.3%
Total	3,215	100.0%	22,327	100.0%

Note: survey respondents only include those who provided valid ID numbers.

	Mesa Respondents		Mesa Student Population	
Enrollment Status	**#**	**%**	**#**	**%**
Current High School Student	11	0.3%	1,007	4.5%
First-Time Student	394	12.3%	2,053	9.2%
First-Time Transfer Student	416	12.9%	3,543	15.9%
Returning Transfer Student	65	2.0%	855	3.8%
Returning Student	136	4.2%	1,216	5.4%
Continuing Student	2,186	68.0%	13,604	60.9%
Unknown	7	0.2%	49	0.2%
Total	**3,215**	**100.0%**	**22,327**	**100.0%**

	Mesa Respondents		Mesa Student Population	
Employment Hours	**#**	**%**	**#**	**%**
Not Working	701	21.8%	5,039	22.6%
Working 1-9 Hrs/Week	131	4.1%	976	4.4%
Working 10-19 Hrs/Week	463	14.4%	2,941	13.2%
Working 20-29 Hrs/Week	867	27.0%	4,959	22.2%
Working 30-39 Hrs/Week	461	14.3%	2,977	13.3%
Working 40 or More Hrs/Week	568	17.7%	5,266	23.6%
Unknown	24	0.7%	169	0.8%
Total	**3,215**	**100.0%**	**22,327**	**100.0%**

	Mesa Respondents		Mesa Student Population	
First Generation	**#**	**%**	**#**	**%**
No	1,907	59.3%	13,507	60.5%
Yes	500	15.6%	3,430	15.4%
Unknown	808	25.1%	5,390	24.1%
Total	**3,215**	**100.0%**	**22,327**	**100.0%**

	Mesa Respondents		Mesa Student Population	
Day/Evening	**#**	**%**	**#**	**%**
Day Only	1,756	54.6%	10,315	46.2%
Evening Only	486	15.1%	4,339	19.4%
Both Day and Evening	852	26.5%	3,693	16.5%
Neither (dropped all courses)	121	3.8%	3,980	17.8%
Total	**3,215**	**100.0%**	**22,327**	**100.0%**

	Mesa Respondents		Mesa Student Population	
Part-time/Full-time	**#**	**%**	**#**	**%**
Part-time student*	1,821	56.6%	14,086	63.1%
Full-time student*	1,262	39.3%	4,175	18.7%
Dropped*	132	4.1%	4,066	18.2%
Total	**3,215**	**100.0%**	**22,327**	**100.0%**

** Part-time student: units enrolled < 12; Full-time student: units enrolled >= 12; Dropped: units enrolled = 0*

Note: survey respondents only include those who provided valid ID numbers.

STUDENT SATISFACTION SURVEY - Mesa College

Survey responses: City: 2,587; Mesa: 5,203; Miramar: 1,234; District: 9, 024

Part I: Please rate the level of importance and your satisfaction with the following services:

Level of Importance							Level of Satisfaction					
# respondents	very important	important	unimportant	very unimportant	Total		# respondents	very satisfied	satisfied	dissatisfied	very dissatisfied	Total
						SERVICES						
4,520	53.0%	42.5%	3.4%	1.2%	100.0%	1. Admissions Process	4,632	24.8%	67.9%	5.8%	1.5%	100.0%
4,490	63.7%	33.6%	1.7%	0.9%	100.0%	2. Course Registration Process	4,617	32.5%	56.6%	9.0%	1.9%	100.0%
4,384	65.4%	31.4%	2.2%	1.0%	100.0%	3. Curriculum/Instruction	4,480	21.2%	67.6%	9.9%	1.3%	100.0%
4,417	35.4%	54.3%	9.1%	1.3%	100.0%	4. Campus Bookstore	4,477	11.9%	55.1%	24.5%	8.5%	100.0%
4,195	26.8%	44.4%	20.9%	7.9%	100.0%	5. Health Services	2,427	18.0%	69.5%	9.2%	3.3%	100.0%
3,971	18.2%	42.7%	24.5%	14.6%	100.0%	6. Affirmative Action Office	1,878	14.2%	71.4%	10.2%	4.3%	100.0%
4,069	24.9%	52.9%	15.6%	6.6%	100.0%	7. Assessment/Testing Center	2,890	14.9%	68.8%	13.0%	3.4%	100.0%
4,103	56.7%	30.5%	7.3%	5.4%	100.0%	8. Financial Aid Service	2,894	25.2%	51.8%	17.0%	6.1%	100.0%
4,096	44.0%	42.7%	9.1%	4.2%	100.0%	9. Tutoring Center	2,639	23.3%	60.5%	12.5%	3.7%	100.0%
4,001	14.5%	43.0%	29.3%	13.2%	100.0%	10. Student Government	2,127	12.6%	66.0%	16.9%	4.5%	100.0%
4,191	51.6%	40.7%	5.2%	2.6%	100.0%	11. Computer Labs	3,619	33.7%	55.5%	8.4%	2.4%	100.0%
4,308	65.1%	30.6%	2.7%	1.6%	100.0%	12. Library Facilities and Services	4,161	44.2%	49.1%	5.4%	1.2%	100.0%
4,181	27.6%	56.7%	12.5%	3.1%	100.0%	13. Accounting/Cashier Office	3,829	14.5%	64.8%	16.5%	4.2%	100.0%
4,321	31.2%	47.8%	17.3%	3.7%	100.0%	14. Cafeteria/Snack Bar	4,132	12.4%	48.4%	24.3%	14.9%	100.0%
4,232	62.5%	31.3%	4.0%	2.2%	100.0%	15. Academic Counseling	3,770	21.8%	50.9%	19.7%	7.6%	100.0%
3,821	46.4%	37.1%	8.6%	7.9%	100.0%	16. DSPS	1,516	26.8%	62.2%	7.7%	3.3%	100.0%
3,805	39.6%	41.8%	11.8%	6.7%	100.0%	17. EOPS	1,891	23.6%	61.0%	12.0%	3.4%	100.0%
3,950	24.2%	45.9%	21.4%	8.5%	100.0%	18. New Student Orientation	2,422	17.5%	60.1%	17.1%	5.3%	100.0%
3,845	16.9%	50.9%	23.5%	8.7%	100.0%	19. Student Affairs/Activities Office	2,197	12.6%	70.4%	13.0%	4.1%	100.0%
4,010	50.9%	39.6%	6.2%	3.4%	100.0%	20. Transfer Center	2,760	19.0%	62.2%	14.9%	3.9%	100.0%
4,101	49.8%	41.0%	5.9%	3.3%	100.0%	21. Learning Resource Center	3,430	34.4%	58.2%	5.4%	2.0%	100.0%
4,324	68.4%	24.5%	4.3%	2.8%	100.0%	22. Parking Services	4,243	4.8%	18.6%	27.6%	49.1%	100.0%
4,152	**42.6%**	**41.2%**	**11.2%**	**5.0%**	**100.0%**	**Average**	**3,229**	**21.1%**	**58.9%**	**13.6%**	**6.4%**	**100.0%**

Note: "not applicable" is taken out of the calculation.

Part II: Please rate your level of agreement with the following statements:

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
Admission and Course Registration						
1. I did not have any problems with the application process.	**4,829**	36.9%	52.0%	9.0%	2.1%	100.0%
2. Admissions staff were helpful throughout the application process.	**4,667**	28.7%	57.4%	11.2%	2.6%	100.0%
3. Overall, I was satisfied with the application process.	**4,797**	28.2%	62.7%	7.7%	1.5%	100.0%
4. The information presented in the class schedule is clear and easy to understand.	**4,778**	32.4%	57.8%	8.3%	1.4%	100.0%
5. The ClassTalk registration process is easy to use.	**4,703**	47.6%	45.6%	5.4%	1.4%	100.0%
Average	**4,755**	**34.8%**	**55.1%**	**8.3%**	**1.8%**	**100.0%**
Orientation						
	1,930	21.8%	51.2%	21.3%	5.6%	100.0%
2. The new student orientation I attended was well organized.	**1,827**	18.9%	61.7%	15.7%	3.8%	100.0%
3. Student orientation is effective in helping new students adjust to the college.	**2,282**	23.5%	57.2%	15.6%	3.7%	100.0%
4. It should be mandatory for all new students to attend a new student orientation.	**2,954**	20.4%	34.7%	27.8%	17.1%	100.0%
Average	**2,248**	**21.2%**	**51.2%**	**20.1%**	**7.6%**	**100.0%**
Assessment						
1. The reading and writing assessment test helped me enroll in the appropriate level English class.	**2,997**	27.0%	50.7%	15.1%	7.2%	100.0%
2. The math assessment test helped me enroll in the appropriate level math class.	**2,970**	23.5%	47.6%	17.8%	11.0%	100.0%
3. Counselors/assessment staff clearly explained the assessment results to me.	**2,966**	18.7%	46.9%	23.0%	11.4%	100.0%
4. Assessment tests were offered frequently and at times that met my needs.	**2,901**	17.1%	53.6%	20.5%	8.8%	100.0%
Average	**2,959**	**21.6%**	**49.7%**	**19.1%**	**9.6%**	**100.0%**
Counseling/Advising						
1. The counseling session(s) helped me clarify my educational goal.	**3,658**	24.6%	46.3%	20.0%	9.1%	100.0%
2. The counseling session(s) helped me select courses I need to attain my educational goal.	**3,676**	27.5%	49.2%	15.7%	7.7%	100.0%
3. The counselor(s) helped me understand course prerequisites.	**3,653**	26.6%	51.1%	16.0%	6.4%	100.0%
4. Counseling session(s) are informative and helpful.	**3,812**	30.0%	49.3%	14.0%	6.7%	100.0%
5. Counselors are interested in helping students.	**3,833**	29.3%	52.8%	12.3%	5.6%	100.0%
6. Counselors care about me as an individual.	**3,694**	23.1%	43.6%	25.0%	8.4%	100.0%
7. Counselors are concerned about my academic success.	**3,664**	22.2%	48.3%	22.0%	7.6%	100.0%
Average	**3,713**	**26.2%**	**48.7%**	**17.9%**	**7.4%**	**100.0%**
Follow-up of Student Academic Status						
1. The college has done a good job in following up with student academic status.	**3,459**	12.5%	46.4%	29.8%	11.2%	100.0%
2. I am adequately informed about my academic status.	**3,772**	11.1%	31.9%	41.4%	15.6%	100.0%
3. College is responsive in helping students improve academic performance.	**3,700**	14.0%	49.7%	28.8%	7.4%	100.0%
4. Counselors have helped me to understand my academic status.	**3,405**	15.1%	45.5%	28.0%	11.4%	100.0%
Average	**3,584**	**13.2%**	**43.4%**	**32.0%**	**11.4%**	**100.0%**
Course Availability						
1. *General Education* courses are offered in sufficient numbers and at various times for me to complete my educational goal within a reasonable period of time.	**4,726**	16.7%	59.8%	18.2%	5.2%	100.0%
2. A variety of *courses in my major* are offered to complete my educational goal within a reasonable period of time.	**4,579**	13.6%	59.3%	20.6%	6.4%	100.0%
3. Generally, I am able to get the classes I need to meet my educational goal.	**4,863**	17.3%	64.0%	14.5%	4.2%	100.0%
Average	**4,723**	**15.9%**	**61.0%**	**17.8%**	**5.3%**	**100.0%**

Note: "not applicable" is taken out of the calculation.

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
Curriculum and Instruction						
1. I feel at ease talking with my instructor(s) outside of the classroom.	**4,887**	25.2%	59.1%	13.4%	2.3%	100.0%
2. In general, instructors attempt to be fair and objective in their presentation of course materials.	**4,981**	25.1%	67.4%	6.2%	1.3%	100.0%
3. In general, instructors clearly define how I will be graded.	**4,992**	30.5%	62.6%	5.7%	1.2%	100.0%
4. Faculty care about their students' success.	**4,831**	21.4%	60.6%	15.6%	2.4%	100.0%
5. Faculty have been available for help outside of class.	**4,565**	22.7%	61.1%	13.9%	2.3%	100.0%
6. I believe my courses will prepare me well for future employment.	**4,741**	24.4%	59.0%	13.5%	3.1%	100.0%
7. I believe my courses will prepare me well for transfer to a 4 year institution.	**4,483**	29.0%	63.2%	6.3%	1.5%	100.0%
8. Overall, I am satisfied with the course content in most of my classes.	**4,901**	25.3%	65.0%	8.5%	1.1%	100.0%
9. The amount of homework in most of my classes was fair.	**4,924**	21.2%	67.5%	9.3%	1.9%	100.0%
10. Most of the classes I took were interesting.	**4,659**	22.4%	62.2%	13.5%	1.9%	100.0%
11. I am satisfied with the overall quality of instruction.	**4,889**	24.4%	64.8%	9.2%	1.6%	100.0%
Average	**4,805**	**24.7%**	**63.0%**	**10.5%**	**1.9%**	**100.0%**
Course Scheduling						
1. The college should offer more Information Technology courses.	**3,381**	30.6%	52.6%	14.6%	2.3%	100.0%
2. The college should offer more flexible course scheduling.	**4,526**	39.9%	48.3%	10.3%	1.5%	100.0%
3. The college should offer more short-term courses.	**4,321**	40.8%	45.0%	12.2%	1.9%	100.0%
Average	**4,076**	**37.1%**	**48.6%**	**12.4%**	**1.9%**	**100.0%**
Physical Facilities						
1. The campus library has an adequate and up-to-date selection of books, periodicals, and other resource materials for my needs.	**4,203**	32.4%	57.4%	7.5%	2.8%	100.0%
2. Library staff are nice and helpful.	**4,224**	29.7%	60.4%	8.3%	1.6%	100.0%
3. The library is open when I need it.	**4,386**	30.1%	57.3%	9.2%	3.5%	100.0%
4. In general, classroom facilities are adequate for instruction.	**4,686**	20.0%	67.0%	10.9%	2.2%	100.0%
5. Computer labs are equipped with updated computers and software.	**3,931**	28.8%	59.1%	9.0%	3.0%	100.0%
6. I am satisfied with services provided by library staff.	**4,179**	27.2%	64.5%	6.7%	1.7%	100.0%
7. I am satisfied with services provided by the campus book store.	**4,591**	16.8%	59.0%	17.4%	6.9%	100.0%
8. The availability of computer labs is sufficient to meet my educational needs.	**3,952**	25.3%	63.8%	8.3%	2.6%	100.0%
9. There is adequate study space on campus.	**4,516**	28.5%	58.6%	10.6%	2.3%	100.0%
Average	**4,296**	**26.5%**	**60.8%**	**9.8%**	**3.0%**	**100.0%**
Campus Climate						
1. College staff have been helpful.	**4,796**	17.7%	74.3%	6.9%	1.1%	100.0%
2. I feel valued as a student.	**4,710**	13.7%	61.4%	22.4%	2.5%	100.0%
3. Students are friendly.	**4,843**	16.0%	72.4%	10.3%	1.3%	100.0%
4. I feel a sense of belonging in this college.	**4,676**	13.7%	58.2%	24.3%	3.7%	100.0%
5. I feel comfortable in the college environment.	**4,831**	19.3%	73.8%	5.9%	1.0%	100.0%
6. I feel safe on campus.	**4,811**	21.2%	71.1%	6.5%	1.2%	100.0%
7. I am treated with respect at this college.	**4,730**	18.5%	73.5%	6.8%	1.2%	100.0%
8. Students have a substantial voice in matters related to programs and services.	**3,763**	13.1%	60.5%	21.2%	5.2%	100.0%
Average	**4,645**	**16.7%**	**68.2%**	**13.0%**	**2.2%**	**100.0%**
Financial Aid and Fees						
1. Overall, I am satisfied with financial aid services.	**2,852**	24.8%	51.9%	15.4%	7.9%	100.0%
2. Student fees and tuition are affordable.	**4,263**	33.8%	54.2%	7.6%	4.5%	100.0%
3. Fee refund policies are reasonable.	**3,761**	22.7%	58.4%	12.8%	6.0%	100.0%
Average	**3,625**	**27.1%**	**54.8%**	**11.9%**	**6.1%**	**100.0%**

Note: "not applicable" is taken out of the calculation.

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
Support Services						
1. Transfer center services are useful in helping students transfer.	**2,734**	23.7%	63.0%	10.1%	3.2%	100.0%
2. DSPS (disabled students) services are always available when I need them.	**1,274**	25.8%	62.8%	7.5%	3.8%	100.0%
3. DSPS staff are nice and willing to help.	**1,289**	26.8%	64.1%	6.0%	3.2%	100.0%
4. Transfer center services are informative and helpful.	**2,531**	20.5%	65.1%	10.8%	3.6%	100.0%
5. EOPS (Educational Opportunities Programs and Services) staff are helpful.	**1,681**	25.2%	63.5%	7.7%	3.6%	100.0%
Average	**1,902**	**24.4%**	**63.7%**	**8.4%**	**3.5%**	**100.0%**
Academic Development						
1. The General Education classes (i.e., English, math, etc.) developed my academic skills in written and oral communication.	**3,920**	20.6%	67.1%	9.8%	2.4%	100.0%
2. The General Education classes developed my critical thinking skills.	**4,031**	19.7%	66.3%	11.8%	2.3%	100.0%
3. The General Education classes developed my academic abilities in math and quantitative skills.	**3,838**	18.7%	67.4%	11.6%	2.3%	100.0%
4. The college education developed my occupational competence.	**4,014**	18.3%	66.1%	12.9%	2.7%	100.0%
Average	**3,951**	**19.3%**	**66.7%**	**11.5%**	**2.4%**	**100.0%**
Personal Development						
1. I am more aware of and appreciate human diversity after attending this college.	**4,338**	23.1%	56.6%	16.6%	3.7%	100.0%
2. The college education helped me to understand myself better.	**4,416**	19.9%	55.1%	21.2%	3.8%	100.0%
3. I have gained knowledge in different fields.	**4,550**	25.1%	65.9%	7.5%	1.5%	100.0%
4. I have gained computer skills.	**3,889**	18.0%	46.8%	28.5%	6.7%	100.0%
5. I have learned about other parts of the world and other people.	**4,291**	21.6%	57.7%	16.8%	3.9%	100.0%
6. I have gained interpersonal skills by interacting with people on campus.	**4,379**	19.2%	59.4%	17.9%	3.5%	100.0%
Average	**4,311**	**21.2%**	**56.9%**	**18.1%**	**3.9%**	**100.0%**

Note: "not applicable" is taken out of the calculation.

Part III: General Questions

1. Outside of class time, how many hours do you spend on campus during a typical week?

	Mesa	
Responses	**#**	**%**
Less than 1 hour	1,608	32.2%
1-5 hours	1,991	39.9%
6-10 hours	672	13.5%
11-15 hours	339	6.8%
16-20 hours	212	4.2%
More than 20 hours	168	3.4%
Total	**4,990**	**100.0%**

2. How many hours do you spend during a typical week studying or doing homework?

	Mesa	
Responses	**#**	**%**
Less than 1 hour	202	4.0%
1-5 hours	1,971	39.3%
6-10 hours	1,585	31.6%
11-15 hours	678	13.5%
16-20 hours	343	6.8%
More than 20 hours	230	4.6%
Total	**5,009**	**100.0%**

3. **What is the highest level of formal education attained by either of your parents?**

	Mesa	
Responses	**#**	**%**
Grammar school or less	243	4.9%
Some high school	275	5.5%
High school graduate	784	15.8%
Some college	1,180	23.7%
College degree	1,415	28.4%
Some graduate school	138	2.8%
Graduate degree	939	18.9%
Total	**4,974**	**100.0%**

4. **How many semester have you been enrolled at City, Mesa, Miramar, or ECC?**

	Mesa
Average # semesters	3.97

Student Satisfaction by Gender - Mesa College

Part I: Please rate the level of importance and your satisfaction with the following services:

Level of Importance				Level of Satisfaction		
Female	Male	Total		Female	Male	Total
			SERVICES			
95.2%	94.4%	94.9%	1. Admissions Process	95.1%	93.4%	94.4%
95.7%	94.8%	95.3%	2. Course Registration Process	93.4%	91.6%	92.6%
95.6%	94.3%	95.0%	3. Curriculum/Instruction	93.6%	91.6%	92.7%
84.1%	81.0%	82.7%	4. Campus Bookstore	77.8%	72.5%	75.4%
80.0%	72.0%	76.4%	5. Health Services	81.8%	76.2%	79.2%
71.9%	62.3%	67.5%	6. Affirmative Action Office	77.0%	68.1%	72.7%
83.6%	78.9%	81.5%	7. Assessment/Testing Center	84.1%	77.7%	81.2%
87.2%	81.9%	84.9%	8. Financial Aid Service	83.7%	80.1%	82.1%
89.8%	84.3%	87.3%	9. Tutoring Center	87.7%	84.6%	86.3%
69.5%	56.6%	63.6%	10. Student Government	72.0%	65.1%	68.7%
92.8%	90.4%	91.7%	11. Computer Labs	92.7%	90.8%	91.8%
96.3%	95.6%	96.0%	12. Library Facilities and Services	95.9%	93.7%	94.9%
86.0%	80.3%	83.5%	13. Accounting/Cashier Office	83.9%	79.9%	82.1%
76.5%	72.0%	74.5%	14. Cafeteria/Snack Bar	69.3%	68.1%	68.7%
88.8%	87.4%	88.2%	15. Academic Counseling	81.7%	81.4%	81.6%
90.7%	82.0%	86.6%	16. DSPS	88.9%	83.1%	86.1%
87.9%	79.9%	84.2%	17. EOPS	87.3%	81.1%	84.3%
76.4%	68.1%	72.6%	18. New Student Orientation	79.9%	74.0%	77.1%
76.5%	68.8%	73.0%	19. Student Affairs/Activities Office	79.5%	76.0%	77.8%
90.8%	87.2%	89.1%	20. Transfer Center	87.4%	83.9%	85.8%
93.6%	92.0%	92.9%	21. Learning Resource Center	94.4%	91.2%	93.0%
70.8%	69.0%	70.0%	22. Parking Services	49.0%	46.0%	47.6%
85.4%	**80.6%**	**83.2%**	**Average**	**83.5%**	**79.6%**	**81.6%**

Note 1: importance includes "very important" and "important"

Note 2: satisfaction includes "very satisfied" and "satisfied".

Note 3: "not applicable" is taken out of the calculation.

Part II: Please rate your level of agreement with the following statements:

	Female	Male	Total
Admission and Course Registration			
1. I did not have any problems with the application process.	89.9%	89.3%	89.6%
2. Admissions staff were helpful throughout the application process.	87.4%	87.9%	87.6%
3. Overall, I was satisfied with the application process.	92.2%	91.5%	91.9%
4. The information presented in the class schedule is clear and easy to understand.	91.8%	90.5%	91.2%
5. The ClassTalk registration process is easy to use.	94.9%	92.6%	93.9%
Average	**91.2%**	**90.4%**	**90.8%**
Orientation			
	75.5%	71.7%	73.6%
2. The new student orientation I attended was well organized.	83.8%	79.5%	81.6%
3. Student orientation is effective in helping new students adjust to the college.	82.9%	78.8%	81.0%
4. It should be mandatory for all new students to attend a new student orientation.	53.3%	54.8%	54.0%
Average	**73.9%**	**71.2%**	**72.6%**
Assessment			
1. The reading and writing assessment test helped me enroll in the appropriate level English class.	81.3%	77.0%	79.3%
2. The math assessment test helped me enroll in the appropriate level math class.	72.5%	71.5%	72.0%
3. Counselors/assessment staff clearly explained the assessment results to me.	66.2%	67.2%	66.6%
4. Assessment tests were offered frequently and at times that met my needs.	73.3%	70.4%	71.9%
Average	**73.3%**	**71.5%**	**72.5%**
Counseling/Advising			
1. The counseling session(s) helped me clarify my educational goal.	69.4%	73.8%	71.4%
2. The counseling session(s) helped me select courses I need to attain my educational goal.	76.4%	79.6%	77.9%
3. The counselor(s) helped me understand course prerequisites.	77.0%	79.3%	78.1%
4. Counseling session(s) are informative and helpful.	78.2%	81.5%	79.7%
5. Counselors are interested in helping students.	82.0%	84.4%	83.1%
6. Counselors care about me as an individual.	64.7%	69.6%	66.9%
7. Counselors are concerned about my academic success.	69.4%	72.8%	70.9%
Average	**73.9%**	**77.3%**	**75.4%**
Follow-up of Student Academic Status			
1. The college has done a good job in following up with student academic status.	53.9%	60.4%	56.9%
2. I am adequately informed about my academic status.	45.2%	41.3%	43.4%
3. College is responsive in helping students improve academic performance.	62.1%	64.3%	63.1%
4. Counselors have helped me to understand my academic status.	57.8%	62.9%	60.2%
Average	**54.8%**	**57.2%**	**55.9%**
Course Availability			
1. *General Education* educational goal within a reasonable period of time.	76.2%	78.3%	77.2%
2. A variety of *courses in my major* are offered to complete my educational goal within a reasonable period of time.	73.1%	74.9%	73.9%
3. Generally, I am able to get the classes I need to meet my educational goal.	83.4%	81.5%	82.6%
Average	**77.6%**	**78.2%**	**77.9%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.

	Female	Male	Total
Curriculum and Instruction			
1. I feel at ease talking with my instructor(s) outside of the classroom.	85.8%	84.7%	85.3%
2. In general, instructors attempt to be fair and objective in their presentation of course materials.	94.1%	93.1%	93.7%
3. In general, instructors clearly define how I will be graded.	95.3%	93.2%	94.3%
4. Faculty care about their students' success.	85.4%	80.3%	83.1%
5. Faculty have been available for help outside of class.	86.0%	83.6%	84.9%
6. I believe my courses will prepare me well for future employment.	86.2%	80.8%	83.8%
7. I believe my courses will prepare me well for transfer to a 4 year institution.	94.1%	92.1%	93.2%
8. Overall, I am satisfied with the course content in most of my classes.	92.1%	89.8%	91.1%
9. The amount of homework in most of my classes was fair.	90.2%	89.3%	89.8%
10. Most of the classes I took were interesting.	87.3%	83.5%	85.6%
11. I am satisfied with the overall quality of instruction.	92.2%	89.4%	91.0%
Average	**89.9%**	**87.3%**	**88.7%**
Course Scheduling			
1. The college should offer more Information Technology courses.	81.2%	82.9%	82.1%
2. The college should offer more flexible course scheduling.	89.1%	86.9%	88.1%
3. The college should offer more short-term courses.	87.8%	82.6%	85.5%
Average	**86.0%**	**84.1%**	**85.2%**
Physical Facilities			
1. The campus library has an adequate and up-to-date selection of books, periodicals, and other resource materials for my needs.	91.0%	90.5%	90.8%
2. Library staff are nice and helpful.	91.4%	90.7%	91.1%
3. The library is open when I need it.	89.5%	87.4%	88.6%
4. In general, classroom facilities are adequate for instruction.	88.7%	87.0%	87.9%
5. Computer labs are equipped with updated computers and software.	92.4%	85.3%	89.0%
6. I am satisfied with services provided by library staff.	93.3%	92.5%	92.9%
7. I am satisfied with services provided by the campus book store.	78.3%	75.3%	77.0%
8. The availability of computer labs is sufficient to meet my educational needs.	92.2%	87.5%	90.0%
9. There is adequate study space on campus.	88.8%	88.1%	88.5%
Average	**89.5%**	**87.1%**	**88.4%**
Campus Climate			
1. College staff have been helpful.	93.5%	92.3%	93.0%
2. I feel valued as a student.	77.6%	72.5%	75.4%
3. Students are friendly.	89.5%	90.0%	89.7%
4. I feel a sense of belonging in this college.	73.6%	71.9%	72.8%
5. I feel comfortable in the college environment.	94.3%	93.6%	94.0%
6. I feel safe on campus.	91.3%	95.4%	93.1%
7. I am treated with respect at this college.	93.8%	92.3%	93.1%
8. Students have a substantial voice in matters related to programs and services.	76.7%	70.9%	74.1%
Average	**86.3%**	**84.9%**	**85.7%**
Financial Aid and Fees			
1. Overall, I am satisfied with financial aid services.	78.0%	76.3%	77.2%
2. Student fees and tuition are affordable.	89.5%	88.5%	89.1%
3. Fee refund policies are reasonable.	82.6%	80.3%	81.6%
Average	**83.4%**	**81.7%**	**82.6%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.

	Female	Male	Total
Support Services			
1. Transfer center services are useful in helping students transfer.	87.7%	86.7%	87.2%
2. DSPS (disabled students) services are always available when I need them.	91.8%	89.8%	90.7%
3. DSPS staff are nice and willing to help.	93.4%	91.5%	92.4%
4. Transfer center services are informative and helpful.	86.3%	86.2%	86.3%
5. EOPS (Educational Opportunities Programs and Services) staff are helpful.	90.9%	90.5%	90.7%
Average	**90.0%**	**88.9%**	**89.5%**
Academic Development			
1. The General Education classes (i.e., English, math, etc.) developed my academic skills in written and oral communication.	88.9%	89.0%	88.9%
2. The General Education classes developed my critical thinking skills.	87.7%	86.8%	87.3%
3. The General Education classes developed my academic abilities in math and quantitative skills	88.0%	86.0%	87.0%
4. The college education developed my occupational competence.	86.9%	84.0%	85.5%
Average	**87.9%**	**86.5%**	**87.2%**
Personal Development			
1. I am more aware of and appreciate human diversity after attending this college.	79.7%	80.1%	79.9%
2. The college education helped me to understand myself better.	74.9%	75.3%	75.1%
3. I have gained knowledge in different fields.	91.8%	91.7%	91.8%
4. I have gained computer skills.	60.7%	66.2%	63.2%
5. I have learned about other parts of the world and other people.	80.4%	78.9%	79.8%
6. I have gained interpersonal skills by interacting with people on campus.	79.2%	79.7%	79.4%
Average	**77.8%**	**78.7%**	**78.2%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.

Student Satisfaction by Ethnicity - Mesa College

Part I: Please rate the level of importance and your satisfaction with the following services:

Level of Importance								Level of Satisfaction						
Asian/Pac Islander	African American	White	Hispanic	Filipino	Other	Total	SERVICES	Asian/Pac Islander	African American	White	Hispanic	Filipino	Other	Total
92.6%	96.4%	94.7%	96.7%	97.5%	97.3%	94.9%	1. Admissions Process	92.4%	94.6%	94.2%	96.6%	96.3%	93.2%	94.4%
94.5%	93.2%	95.2%	95.2%	97.5%	96.6%	95.3%	2. Course Registration Process	90.0%	92.1%	93.1%	92.3%	96.1%	93.1%	92.5%
94.0%	93.6%	95.6%	94.0%	96.8%	91.4%	95.0%	3. Curriculum/Instruction	88.2%	95.0%	92.9%	93.9%	97.4%	92.0%	92.7%
81.7%	83.2%	81.9%	85.6%	85.6%	85.1%	82.7%	4. Campus Bookstore	74.0%	79.0%	75.6%	75.4%	78.5%	76.2%	75.4%
76.4%	81.3%	74.3%	80.0%	86.4%	82.0%	76.5%	5. Health Services	79.5%	80.1%	76.6%	82.3%	91.5%	85.8%	79.2%
69.7%	79.2%	62.0%	75.1%	82.8%	75.7%	67.6%	6. Affirmative Action Office	76.8%	86.2%	65.2%	81.7%	81.2%	84.9%	72.8%
83.6%	87.1%	79.1%	83.4%	91.5%	79.2%	81.5%	7. Assessment/Testing Center	82.1%	82.1%	80.1%	81.9%	89.6%	82.6%	81.2%
86.3%	82.7%	82.3%	89.6%	92.1%	85.3%	84.9%	8. Financial Aid Service	82.6%	82.9%	80.8%	83.7%	92.1%	81.4%	82.1%
85.6%	89.8%	85.8%	89.6%	93.9%	90.7%	87.3%	9. Tutoring Center	82.0%	88.2%	86.1%	88.5%	90.4%	91.7%	86.3%
64.9%	75.2%	61.2%	65.8%	76.8%	65.8%	63.6%	10. Student Government	66.4%	75.0%	65.9%	77.9%	80.0%	66.0%	68.7%
91.8%	91.6%	91.3%	91.5%	97.2%	96.2%	91.7%	11. Computer Labs	90.6%	90.0%	91.7%	92.5%	96.4%	95.0%	91.9%
96.5%	94.1%	96.3%	95.5%	98.7%	97.1%	96.0%	12. Library Facilities and Services	94.2%	91.9%	95.9%	93.9%	98.0%	94.0%	95.0%
81.3%	86.1%	83.9%	84.7%	88.7%	80.5%	83.5%	13. Accounting/Cashier Office	84.1%	85.6%	81.0%	84.9%	82.4%	78.9%	82.2%
75.8%	78.1%	73.4%	75.0%	77.4%	78.6%	74.5%	14. Cafeteria/Snack Bar	68.5%	78.1%	68.0%	66.7%	75.5%	71.5%	68.8%
87.8%	89.1%	87.3%	87.6%	96.5%	90.8%	88.1%	15. Academic Counseling	85.0%	85.0%	80.1%	84.7%	89.7%	78.0%	81.6%
86.8%	92.7%	84.8%	87.3%	95.6%	89.3%	86.6%	16. DSPS	87.0%	79.6%	86.1%	88.5%	89.6%	86.1%	86.0%
87.1%	88.1%	81.7%	86.5%	90.2%	87.2%	84.3%	17. EOPS	87.3%	80.7%	82.6%	87.5%	87.0%	84.7%	84.3%
76.2%	79.5%	69.2%	77.0%	83.9%	76.0%	72.6%	18. New Student Orientation	79.4%	83.3%	73.5%	82.4%	83.8%	81.0%	77.2%
74.1%	84.0%	70.0%	75.7%	81.9%	78.2%	73.0%	19. Student Affairs/Activities Office	77.9%	80.3%	75.9%	79.9%	89.1%	77.9%	77.9%
90.5%	85.0%	87.7%	90.6%	95.5%	90.8%	89.2%	20. Transfer Center	87.1%	87.8%	84.5%	87.1%	92.8%	82.8%	85.8%
94.7%	88.6%	92.7%	93.7%	94.7%	95.2%	93.0%	21. Learning Resource Center	91.9%	91.2%	93.1%	93.2%	94.9%	92.4%	92.9%
73.9%	62.9%	68.8%	72.6%	70.7%	67.6%	70.1%	22. Parking Services	43.9%	55.4%	46.9%	50.5%	55.8%	46.1%	47.6%
83.9%	**85.5%**	**81.8%**	**85.1%**	**89.6%**	**85.3%**	**83.3%**	**Average**	**81.4%**	**83.8%**	**80.4%**	**83.9%**	**87.6%**	**82.5%**	**81.7%**

Note 1: importance includes "very important" and "important"

Note 2: satisfaction includes "very satisfied" and "satisfied".

Note 3: "not applicable" is taken out of the calculation.

Note 4: American Indian is taken out because of the small sample.

Part II: Please rate your level of agreement with the following statements:

	Asian/Pac Islander	African American	White	Hispanic	Filipino	Other	Total
Admission and Course Registration							
1. I did not have any problems with the application process.	88.1%	86.7%	89.4%	92.3%	94.2%	88.8%	89.7%
2. Admissions staff were helpful throughout the application process.	83.4%	89.3%	87.4%	90.8%	91.7%	89.2%	87.7%
3. Overall, I was satisfied with the application process.	89.9%	92.4%	91.6%	93.8%	95.8%	92.0%	92.0%
4. The information presented in the class schedule is clear and easy to understand.	90.2%	91.3%	91.2%	94.2%	93.5%	89.9%	91.3%
5. The ClassTalk registration process is easy to use.	91.1%	94.8%	94.1%	94.6%	96.9%	93.9%	93.8%
Average	**88.5%**	**90.9%**	**90.7%**	**93.1%**	**94.4%**	**90.8%**	**90.9%**
Orientation							
	77.2%	75.0%	71.6%	76.6%	71.3%	73.3%	73.5%
2. The new student orientation I attended was well organized.	81.0%	81.7%	82.8%	85.8%	78.1%	73.5%	81.6%
3. Student orientation is effective in helping new students adjust to the college.	83.2%	78.6%	79.6%	83.4%	83.8%	83.5%	81.0%
4. It should be mandatory for all new students to attend a new student orientation.	62.6%	64.7%	45.1%	64.2%	74.3%	61.7%	53.9%
Average	**76.0%**	**75.0%**	**69.8%**	**77.5%**	**76.9%**	**73.0%**	**72.5%**
Assessment							
1. The reading and writing assessment test helped me enroll in the appropriate level English class.	76.3%	78.6%	80.1%	82.5%	79.4%	75.4%	79.4%
2. The math assessment test helped me enroll in the appropriate level math class.	75.0%	78.4%	69.6%	71.9%	75.0%	71.4%	72.0%
3. Counselors/assessment staff clearly explained the assessment results to me.	71.3%	68.8%	64.0%	70.5%	73.9%	60.5%	66.6%
4. Assessment tests were offered frequently and at times that met my needs.	71.4%	74.2%	71.1%	74.9%	74.8%	72.7%	72.0%
Average	**73.5%**	**75.0%**	**71.2%**	**75.0%**	**75.8%**	**70.0%**	**72.5%**
Counseling/Advising							
1. The counseling session(s) helped me clarify my educational goal.	78.8%	79.3%	67.1%	75.1%	86.3%	65.0%	71.4%
2. The counseling session(s) helped me select courses I need to attain my educational goal.	83.0%	83.7%	73.7%	83.2%	90.7%	75.0%	77.8%
3. The counselor(s) helped me understand course prerequisites.	81.8%	81.5%	75.2%	80.4%	89.1%	78.3%	78.1%
4. Counseling session(s) are informative and helpful.	83.9%	84.1%	75.9%	84.1%	93.3%	80.2%	79.7%
5. Counselors are interested in helping students.	82.3%	82.9%	83.4%	84.8%	90.5%	78.4%	83.1%
6. Counselors care about me as an individual.	70.5%	72.4%	64.8%	66.8%	83.2%	64.7%	66.9%
7. Counselors are concerned about my academic success.	76.6%	74.8%	68.0%	73.3%	85.5%	69.0%	70.9%
Average	**79.6%**	**79.8%**	**72.6%**	**78.2%**	**88.4%**	**72.9%**	**75.4%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.
Note 3: American Indian is taken out because of the small sample.

	Asian/Pac Islander	African American	White	Hispanic	Filipino	Other	Total
Follow-up of Student Academic Status							
1. The college has done a good job in following up with student academic status.	64.4%	65.2%	53.1%	57.8%	61.3%	66.1%	56.9%
2. I am adequately informed about my academic status.	38.5%	40.8%	44.2%	44.8%	45.6%	45.8%	43.4%
3. College is responsive in helping students improve academic performance.	71.8%	71.4%	59.0%	65.3%	63.9%	68.4%	63.2%
4. Counselors have helped me to understand my academic status.	70.7%	65.7%	54.3%	61.9%	76.7%	59.2%	60.2%
Average	**61.4%**	**60.8%**	**52.7%**	**57.5%**	**61.9%**	**59.9%**	**55.9%**
Course Availability							
1. *General Education* educational goal within a reasonable period of time.	75.9%	75.6%	78.4%	77.4%	73.7%	79.2%	77.2%
2. A variety of *courses in my major* are offered to complete my educational goal within a reasonable period of time.	76.8%	73.8%	73.8%	73.6%	75.5%	72.9%	74.0%
3. Generally, I am able to get the classes I need to meet my educational goal.	78.6%	83.9%	83.7%	85.2%	80.7%	80.3%	82.5%
Average	**77.1%**	**77.8%**	**78.6%**	**78.7%**	**76.6%**	**77.5%**	**77.9%**
Curriculum and Instruction							
1. I feel at ease talking with my instructor(s) outside of the classroom.	81.8%	81.7%	86.9%	83.3%	87.6%	81.0%	85.3%
2. In general, instructors attempt to be fair and objective in their presentation of course materials.	93.1%	91.5%	94.1%	93.7%	93.3%	92.1%	93.6%
3. In general, instructors clearly define how I will be graded.	93.6%	93.9%	94.7%	93.5%	93.8%	95.4%	94.4%
4. Faculty care about their students' success.	81.9%	82.6%	83.6%	81.7%	84.6%	83.3%	83.1%
5. Faculty have been available for help outside of class.	79.9%	82.8%	86.5%	85.6%	86.0%	79.6%	84.9%
6. I believe my courses will prepare me well for future employment.	81.8%	85.8%	82.5%	89.2%	91.4%	83.1%	83.8%
7. I believe my courses will prepare me well for transfer to a 4 year institution.	91.2%	91.9%	93.0%	95.1%	98.2%	92.8%	93.2%
8. Overall, I am satisfied with the course content in most of my classes.	88.8%	92.7%	92.1%	91.7%	89.4%	91.4%	91.1%
9. The amount of homework in most of my classes was fair.	83.7%	92.6%	90.9%	89.6%	89.5%	90.5%	89.8%
10. Most of the classes I took were interesting.	78.0%	89.4%	86.9%	86.9%	86.5%	82.0%	85.6%
11. I am satisfied with the overall quality of instruction.	86.4%	92.6%	92.4%	90.3%	90.4%	89.9%	90.9%
Average	**85.5%**	**88.9%**	**89.4%**	**89.1%**	**90.1%**	**87.4%**	**88.7%**
Course Scheduling							
1. The college should offer more Information Technology courses.	89.4%	87.9%	77.0%	87.2%	87.8%	85.0%	82.1%
2. The college should offer more flexible course scheduling.	95.8%	92.2%	83.5%	90.6%	92.9%	94.5%	88.1%
3. The college should offer more short-term courses.	88.9%	93.9%	82.5%	87.6%	87.1%	90.4%	85.5%
Average	**91.4%**	**91.3%**	**81.0%**	**88.5%**	**89.3%**	**90.0%**	**85.2%**

Note 1: satisfaction includes "strongly agree" and "agree".

Note 2: "not applicable" is taken out of the calculation.

Note 3. American Indian is taken out because of the small sample.

	Asian/Pac Islander	African American	White	Hispanic	Filipino	Other	Total
Physical Facilities							
1. The campus library has an adequate and up-to-date selection of books, periodicals, and other resource materials for my needs.	90.4%	90.0%	91.3%	91.8%	90.8%	90.1%	90.8%
2. Library staff are nice and helpful.	90.0%	91.7%	92.1%	90.9%	88.9%	89.7%	91.1%
3. The library is open when I need it.	83.3%	90.3%	90.6%	88.1%	88.9%	90.6%	88.5%
4. In general, classroom facilities are adequate for instruction.	91.9%	90.5%	86.6%	87.4%	88.7%	91.4%	87.9%
5. Computer labs are equipped with updated computers and software.	83.5%	91.9%	91.2%	88.7%	86.4%	90.7%	89.1%
6. I am satisfied with services provided by library staff.	92.9%	92.8%	93.6%	94.3%	91.3%	89.6%	92.9%
7. I am satisfied with services provided by the campus book store.	73.0%	78.0%	77.3%	82.4%	77.7%	78.2%	77.0%
8. The availability of computer labs is sufficient to meet my educational needs.	87.8%	91.4%	91.1%	89.8%	89.8%	88.0%	90.1%
9. There is adequate study space on campus.	88.9%	90.0%	89.2%	87.8%	85.3%	89.7%	88.5%
Average	**86.9%**	**89.6%**	**89.2%**	**89.0%**	**87.5%**	**88.7%**	**88.4%**
Campus Climate							
1. College staff have been helpful.	90.5%	91.3%	93.2%	94.6%	92.5%	96.6%	93.0%
2. I feel valued as a student.	76.4%	74.2%	73.5%	81.4%	81.3%	79.4%	75.4%
3. Students are friendly.	87.3%	90.5%	90.2%	91.0%	91.5%	87.2%	89.7%
4. I feel a sense of belonging in this college.	74.7%	80.4%	69.5%	81.5%	79.3%	72.6%	72.9%
5. I feel comfortable in the college environment.	91.6%	95.3%	94.3%	94.5%	93.3%	94.7%	94.1%
6. I feel safe on campus.	89.5%	92.9%	93.9%	94.2%	91.9%	91.4%	93.1%
7. I am treated with respect at this college.	92.0%	92.9%	92.6%	96.2%	92.6%	93.3%	93.1%
8. Students have a substantial voice in matters related to programs and services.	81.2%	81.2%	69.1%	81.9%	80.5%	72.2%	74.1%
Average	**85.4%**	**87.3%**	**84.5%**	**89.4%**	**87.9%**	**85.9%**	**85.7%**
Financial Aid and Fees							
1. Overall, I am satisfied with financial aid services.	76.7%	70.8%	74.9%	82.8%	86.6%	79.0%	77.2%
2. Student fees and tuition are affordable.	83.3%	88.6%	90.2%	90.1%	94.5%	83.5%	89.1%
3. Fee refund policies are reasonable.	79.9%	75.9%	83.2%	82.6%	83.1%	75.6%	81.6%
Average	**80.0%**	**78.4%**	**82.8%**	**85.2%**	**88.1%**	**79.4%**	**82.6%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.
Note 3: American Indian is taken out because of the small sample.

	Asian/Pac Islander	African American	White	Hispanic	Filipino	Other	Total
Support Services							
1. Transfer center services are useful in helping students transfer.	86.8%	90.9%	85.4%	89.6%	94.5%	89.6%	87.2%
2. DSPS (disabled students) services are always available when I need them.	91.6%	90.0%	88.9%	94.8%	100.0%	86.7%	90.8%
3. DSPS staff are nice and willing to help.	92.3%	93.1%	91.6%	92.4%	100.0%	93.5%	92.4%
4. Transfer center services are informative and helpful.	89.8%	89.2%	83.0%	88.7%	94.2%	88.8%	86.3%
5. EOPS (Educational Opportunities Programs and Services) staff are helpful.	93.2%	86.5%	88.8%	92.2%	96.7%	91.3%	90.7%
Average	**90.7%**	**89.9%**	**87.5%**	**91.5%**	**97.1%**	**90.0%**	**89.5%**
Academic Development							
1. The General Education classes (i.e., English, math, etc.) developed my academic skills in written and oral communication.	89.9%	90.5%	87.6%	92.8%	94.7%	83.0%	88.9%
2. The General Education classes developed my critical thinking skills.	89.2%	88.2%	86.1%	91.0%	94.7%	79.9%	87.3%
3. The General Education classes developed my academic abilities in math and quantitative skills.	89.4%	85.6%	86.0%	89.8%	93.4%	81.4%	87.1%
4. The college education developed my occupational competence.	87.5%	84.4%	84.2%	88.4%	90.5%	86.2%	85.6%
Average	**89.0%**	**87.2%**	**86.0%**	**90.5%**	**93.3%**	**82.6%**	**87.2%**
Personal Development							
1. I am more aware of and appreciate human diversity after attending this college.	85.3%	85.4%	75.4%	85.4%	94.0%	83.7%	79.9%
2. The college education helped me to understand myself better.	78.5%	77.8%	71.9%	80.9%	85.9%	76.7%	75.0%
3. I have gained knowledge in different fields.	89.5%	90.8%	92.5%	93.4%	92.9%	94.4%	91.8%
4. I have gained computer skills.	68.6%	72.0%	57.6%	71.3%	75.3%	63.5%	63.3%
5. I have learned about other parts of the world and other people.	82.4%	81.8%	76.8%	83.5%	90.6%	81.0%	79.8%
6. I have gained interpersonal skills by interacting with people on campus.	83.2%	82.0%	75.6%	83.7%	92.2%	86.3%	79.4%
Average	**81.3%**	**81.6%**	**75.0%**	**83.0%**	**88.5%**	**80.9%**	**78.2%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.
Note 3: American Indian is taken out because of the small sample.

Student Satisfaction by Age - Mesa College

Part I: Please rate the level of importance and your satisfaction with the following services:

Level of Importance									Level of Satisfaction							
Under 18	18-20	21-25	26-30	31-40	41-50	Over 50	Total	SERVICES	Under 18	18-20	21-25	26-30	31-40	41-50	Over 50	Total
100.0%	93.8%	95.0%	94.8%	94.7%	98.6%	98.7%	94.9%	1. Admissions Process	96.3%	94.1%	94.2%	94.3%	95.8%	93.7%	96.0%	94.4%
98.7%	94.6%	94.9%	96.2%	96.5%	99.3%	92.6%	95.3%	2. Course Registration Process	88.9%	90.1%	93.4%	95.7%	94.5%	96.4%	95.9%	92.5%
96.0%	93.3%	95.3%	96.7%	98.0%	96.5%	93.4%	95.0%	3. Curriculum/Instruction	92.0%	92.2%	92.8%	92.4%	94.8%	92.5%	93.1%	92.7%
87.3%	83.5%	81.6%	80.7%	84.2%	82.1%	84.2%	82.7%	4. Campus Bookstore	83.8%	74.8%	73.3%	74.3%	78.0%	87.5%	76.8%	75.4%
70.5%	77.6%	76.1%	75.5%	75.7%	78.2%	69.6%	76.5%	5. Health Services	83.3%	82.8%	77.8%	73.3%	75.8%	75.9%	79.5%	79.2%
70.0%	68.4%	66.4%	67.0%	69.9%	63.2%	67.4%	67.6%	6. Affirmative Action Office	79.2%	75.4%	70.1%	70.3%	73.6%	67.1%	71.5%	72.8%
86.4%	81.8%	79.4%	81.8%	85.3%	83.4%	79.2%	81.5%	7. Assessment/Testing Center	86.2%	80.5%	81.8%	83.0%	76.7%	80.4%	87.8%	81.2%
92.0%	85.7%	83.8%	86.2%	87.1%	79.2%	71.4%	84.9%	8. Financial Aid Service	88.3%	83.2%	81.3%	81.1%	78.3%	81.0%	84.7%	82.1%
92.0%	88.7%	87.3%	84.2%	87.9%	83.3%	81.1%	87.3%	9. Tutoring Center	91.1%	85.7%	87.8%	88.1%	80.2%	82.0%	90.2%	86.3%
70.0%	64.2%	62.5%	58.5%	66.8%	68.6%	64.6%	63.6%	10. Student Government	70.6%	68.4%	69.1%	65.8%	70.5%	66.7%	81.1%	68.7%
95.8%	92.4%	91.1%	91.0%	91.8%	89.4%	90.9%	91.7%	11. Computer Labs	89.1%	93.1%	92.5%	89.4%	88.2%	89.5%	92.2%	91.9%
97.3%	95.9%	96.1%	97.3%	97.1%	90.6%	94.2%	96.0%	12. Library Facilities and Services	94.4%	94.8%	95.7%	96.0%	92.8%	92.1%	95.2%	95.0%
80.3%	81.3%	83.3%	84.9%	90.5%	84.3%	90.8%	83.5%	13. Accounting/Cashier Office	83.9%	82.3%	81.0%	84.3%	80.4%	79.4%	93.3%	82.2%
79.4%	74.9%	73.6%	74.2%	76.1%	73.8%	69.7%	74.5%	14. Cafeteria/Snack Bar	72.8%	69.7%	68.7%	65.8%	67.4%	70.7%	64.4%	68.8%
89.8%	89.1%	88.1%	86.8%	86.2%	86.3%	88.9%	88.1%	15. Academic Counseling	82.6%	82.8%	80.9%	80.8%	78.6%	80.0%	87.0%	81.6%
89.9%	87.2%	86.3%	87.9%	88.3%	78.0%	79.0%	86.6%	16. DSPS	90.2%	85.5%	87.3%	88.1%	84.8%	78.4%	84.8%	86.0%
80.0%	84.6%	85.4%	83.6%	86.2%	76.7%	77.8%	84.3%	17. EOPS	86.3%	84.1%	87.4%	82.3%	81.2%	75.4%	83.3%	84.3%
73.1%	69.1%	72.9%	76.5%	83.0%	73.3%	74.5%	72.6%	18. New Student Orientation	70.1%	75.0%	77.0%	79.1%	82.6%	87.6%	83.4%	77.2%
67.3%	72.1%	74.7%	71.7%	75.5%	77.5%	65.3%	73.0%	19. Student Affairs/Activities Office	80.4%	79.1%	77.0%	77.4%	78.7%	69.3%	79.4%	77.9%
96.7%	90.0%	89.9%	87.5%	89.3%	82.0%	72.8%	89.2%	20. Transfer Center	96.2%	87.7%	86.1%	84.4%	78.0%	80.1%	77.1%	85.8%
94.2%	92.8%	93.0%	94.0%	93.4%	90.3%	91.8%	93.0%	21. Learning Resource Center	95.4%	93.2%	93.3%	93.3%	90.2%	91.7%	93.5%	92.9%
79.4%	72.7%	68.8%	64.6%	68.3%	72.4%	64.1%	70.1%	22. Parking Services	38.4%	44.4%	44.7%	51.0%	60.8%	57.6%	61.9%	47.6%
85.7%	**83.4%**	**83.0%**	**82.8%**	**85.1%**	**82.1%**	**80.1%**	**83.3%**	**Average**	**83.6%**	**81.8%**	**81.5%**	**81.4%**	**81.0%**	**80.7%**	**84.2%**	**81.7%**

Note 1: importance includes "very important" and "important"
Note 2: satisfaction includes "very satisfied" and "satisfied".
Note 3: "not applicable" is taken out of the calculation.

Part II: Please rate your level of agreement with the following statements:

	Under 18	18-20	21-25	26-30	31-40	41-50	Over 50	Total
Admission and Course Registration								
1. I did not have any problems with the application process.	88.1%	88.8%	89.8%	89.6%	91.1%	95.3%	87.4%	89.7%
2. Admissions staff were helpful throughout the application process.	87.7%	85.9%	86.1%	90.8%	90.5%	93.6%	98.6%	87.7%
3. Overall, I was satisfied with the application process.	92.6%	91.2%	92.2%	91.4%	92.0%	95.3%	95.0%	92.0%
4. The information presented in the class schedule is clear and easy to understand.	91.6%	91.1%	89.9%	95.3%	93.2%	89.2%	87.1%	91.3%
5. The ClassTalk registration process is easy to use.	85.9%	92.5%	94.9%	96.1%	95.8%	95.2%	93.0%	93.8%
Average	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	91.6%	**92.1%**	**92.6%**	**94.7%**	**94.3%**	**94.7%**	**94.7%**	**93.0%**
Orientation								
2. The new student orientation I attended was well organized.	75.0%	80.2%	84.4%	79.1%	80.3%	90.0%	87.5%	81.6%
3. Student orientation is effective in helping new students adjust to the college.	63.6%	76.3%	83.3%	88.1%	87.6%	91.9%	91.9%	81.0%
4. It should be mandatory for all new students to attend a new student orientation.	45.2%	49.4%	49.7%	65.0%	66.2%	67.8%	70.6%	53.9%
Average	84.3%	78.9%	76.7%	81.2%	82.7%	85.9%	88.0%	79.4%
	67.0%	**71.2%**	**73.5%**	**78.4%**	**79.2%**	**83.9%**	**84.5%**	**74.0%**
Assessment								
1. The reading and writing assessment test helped me enroll in the appropriate level English class.	84.3%	78.9%	76.7%	81.2%	82.7%	85.9%	88.0%	79.4%
2. The math assessment test helped me enroll in the appropriate level math class.	67.6%	68.0%	72.9%	79.2%	77.3%	88.3%	84.2%	72.0%
3. Counselors/assessment staff clearly explained the assessment results to me.	72.8%	67.2%	62.8%	67.2%	64.5%	83.0%	73.1%	66.6%
4. Assessment tests were offered frequently and at times that met my needs.	73.8%	71.2%	71.4%	72.4%	70.0%	82.4%	84.0%	72.0%
Average	**74.6%**	**71.3%**	**71.0%**	**75.0%**	**73.6%**	**84.9%**	**32.3%**	**72.5%**
Counseling/Advising								
1. The counseling session(s) helped me clarify my educational goal.	68.4%	72.4%	67.7%	71.9%	73.7%	77.1%	93.0%	71.4%
2. The counseling session(s) helped me select courses I need to attain my educational goal.	73.6%	79.9%	73.8%	77.5%	79.1%	82.9%	92.7%	77.8%
3. The counselor(s) helped me understand course prerequisites.	79.7%	77.7%	77.0%	77.4%	78.1%	83.6%	92.9%	78.1%
4. Counseling session(s) are informative and helpful.	86.2%	80.8%	75.5%	80.5%	80.5%	85.3%	95.8%	79.7%
5. Counselors are interested in helping students.	87.5%	84.3%	79.4%	84.5%	81.2%	90.3%	94.0%	83.1%
6. Counselors care about me as an individual.	68.3%	67.0%	64.8%	66.4%	69.2%	74.0%	76.1%	66.9%
7. Counselors are concerned about my academic success.	67.2%	72.5%	67.5%	71.0%	70.9%	76.6%	86.4%	70.9%
Average	**75.8%**	**76.4%**	**72.2%**	**75.6%**	**76.1%**	**81.4%**	**90.1%**	**75.4%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.

	Under 18	18-20	21-25	26-30	31-40	41-50	Over 50	Total
Follow-up of Student Academic Status								
1. The college has done a good job in following up with student academic status.	50.0%	57.6%	52.9%	59.1%	61.3%	65.2%	70.5%	56.9%
2. I am adequately informed about my academic status.	30.4%	39.9%	44.6%	46.6%	52.6%	45.8%	53.1%	43.4%
3. College is responsive in helping students improve academic performance.	72.1%	64.8%	61.3%	56.9%	61.8%	71.0%	66.7%	63.2%
4. Counselors have helped me to understand my academic status.	58.0%	59.4%	60.3%	56.7%	62.4%	64.5%	82.5%	60.2%
Average	**52.6%**	**55.4%**	**54.8%**	**54.8%**	**59.5%**	**61.6%**	**68.2%**	**55.9%**
Course Availability								
1. *General Education* courses are offered in sufficient numbers and at various times for me to complete my educational goal within a reasonable period of time.	83.5%	76.8%	75.8%	76.1%	76.2%	84.8%	91.2%	77.2%
2. A variety of *courses in my major* are offered to complete my educational goal within a reasonable period of time.	78.5%	73.5%	73.5%	72.6%	72.3%	81.0%	80.7%	74.0%
3. Generally, I am able to get the classes I need to meet my educational goal.	85.2%	82.1%	82.4%	79.9%	81.1%	89.1%	93.3%	82.5%
Average	**82.4%**	**77.5%**	**77.2%**	**76.2%**	**76.5%**	**85.0%**	**88.4%**	**77.9%**
Curriculum and Instruction								
1. I feel at ease talking with my instructor(s) outside of the classroom.	77.8%	80.9%	86.7%	88.4%	90.7%	92.6%	97.5%	85.3%
2. In general, instructors attempt to be fair and objective in their presentation of course materials.	92.8%	92.6%	93.2%	95.0%	95.4%	97.4%	97.6%	93.6%
3. In general, instructors clearly define how I will be graded.	95.2%	92.2%	95.5%	94.5%	97.9%	98.1%	94.1%	94.4%
4. Faculty care about their students' success.	80.5%	78.4%	82.9%	87.3%	90.5%	91.4%	97.5%	83.1%
5. Faculty have been available for help outside of class.	78.2%	83.8%	84.7%	87.6%	86.1%	87.9%	91.3%	84.9%
6. I believe my courses will prepare me well for future employment.	81.9%	80.8%	83.0%	85.9%	89.6%	94.8%	96.6%	83.8%
7. I believe my courses will prepare me well for transfer to a 4 year institution.	93.9%	92.2%	93.4%	96.3%	92.6%	94.9%	93.2%	93.2%
8. Overall, I am satisfied with the course content in most of my classes.	87.8%	89.1%	90.7%	93.6%	94.2%	96.7%	96.3%	91.1%
9. The amount of homework in most of my classes was fair.	93.0%	88.5%	89.5%	91.4%	89.7%	94.8%	94.7%	89.8%
10. Most of the classes I took were interesting.	86.7%	79.0%	87.1%	89.1%	92.2%	96.6%	96.2%	85.6%
11. I am satisfied with the overall quality of instruction.	89.0%	88.2%	91.5%	91.7%	94.3%	97.4%	98.8%	90.9%
Average	**87.0%**	**86.0%**	**88.9%**	**91.0%**	**92.1%**	**94.8%**	**95.8%**	**88.7%**
Course Scheduling								
1. The college should offer more Information Technology courses.	77.4%	81.7%	81.2%	83.6%	84.7%	85.2%	82.4%	82.1%
2. The college should offer more flexible course scheduling.	84.0%	88.3%	89.8%	84.4%	87.4%	90.3%	83.8%	88.1%
3. The college should offer more short-term courses.	80.2%	86.3%	85.7%	83.5%	86.5%	85.2%	82.1%	85.5%
Average	**80.5%**	**85.4%**	**85.6%**	**83.8%**	**86.2%**	**86.9%**	**82.8%**	**85.2%**

Note 1: satisfaction includes "strongly agree" and "agree"
Note 2: "not applicable" is taken out of the calculation.

	Under 18	18-20	21-25	26-30	31-40	41-50	Over 50	Total
Physical Facilities								
1. The campus library has an adequate and up-to-date selection of books, periodicals, and other resource materials for my needs.	94.1%	92.4%	91.0%	88.0%	89.2%	87.1%	83.9%	90.8%
2. Library staff are nice and helpful.	86.1%	89.5%	90.7%	93.3%	92.1%	99.1%	98.5%	91.1%
3. The library is open when I need it.	90.4%	90.8%	87.2%	86.3%	84.8%	89.7%	90.0%	88.5%
4. In general, classroom facilities are adequate for instruction.	91.3%	88.9%	88.4%	84.4%	87.7%	89.2%	80.3%	87.9%
5. Computer labs are equipped with updated computers and software.	83.8%	90.1%	89.7%	85.3%	88.7%	84.5%	96.2%	89.1%
6. I am satisfied with services provided by library staff.	90.1%	93.7%	91.5%	94.4%	91.9%	94.6%	97.0%	92.9%
7. I am satisfied with services provided by the campus book store.	80.1%	78.2%	77.3%	72.1%	76.0%	77.5%	77.1%	77.0%
8. The availability of computer labs is sufficient to meet my educational needs.	94.0%	90.5%	90.5%	87.7%	86.6%	91.5%	92.7%	90.1%
9. There is adequate study space on campus.	92.2%	89.0%	88.6%	86.2%	88.1%	88.7%	85.7%	88.5%
Average	**89.1%**	**89.2%**	**88.3%**	**86.4%**	**87.2%**	**89.1%**	**89.0%**	**88.4%**
Campus Climate								
1. College staff have been helpful.	90.1%	91.8%	93.8%	92.2%	93.2%	96.7%	100.0%	93.0%
2. I feel valued as a student.	71.4%	71.3%	74.5%	76.7%	83.1%	90.8%	91.0%	75.4%
3. Students are friendly.	90.4%	88.4%	89.7%	90.3%	91.3%	92.1%	96.3%	89.7%
4. I feel a sense of belonging in this college.	77.6%	70.7%	70.3%	72.5%	79.2%	87.0%	88.3%	72.9%
5. I feel comfortable in the college environment.	93.9%	92.9%	95.3%	92.6%	94.0%	97.5%	96.3%	94.1%
6. I feel safe on campus.	95.1%	93.8%	93.2%	90.9%	90.6%	96.8%	92.4%	93.1%
7. I am treated with respect at this college.	91.5%	92.9%	93.0%	91.4%	93.5%	96.0%	100.0%	93.1%
8. Students have a substantial voice in matters related to programs and services.	81.0%	74.8%	72.8%	74.2%	71.0%	76.5%	78.8%	74.1%
Average	**86.4%**	**84.6%**	**85.3%**	**85.1%**	**87.0%**	**91.7%**	**92.9%**	**85.7%**
Financial Aid and Fees								
1. Overall, I am satisfied with financial aid services.	87.1%	76.2%	73.6%	76.6%	79.9%	77.8%	91.2%	77.2%
2. Student fees and tuition are affordable.	81.7%	87.7%	89.1%	88.3%	92.3%	96.3%	97.1%	89.1%
3. Fee refund policies are reasonable.	80.3%	79.8%	80.1%	83.8%	87.4%	89.1%	87.1%	81.6%
Average	**83.0%**	**81.9%**	**80.9%**	**82.9%**	**86.5%**	**87.7%**	**91.8%**	**82.6%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.

	Under 18	18-20	21-25	26-30	31-40	41-50	Over 50	Total
Support Services								
1. Transfer center services are useful in helping students transfer.	97.8%	88.4%	85.3%	86.2%	82.2%	91.3%	95.9%	87.2%
2. DSPS (disabled students) services are always available when I need them.	95.8%	89.7%	91.1%	90.5%	85.5%	100.0%	100.0%	90.8%
3. DSPS staff are nice and willing to help.	96.0%	91.8%	92.4%	96.0%	83.4%	97.1%	100.0%	92.4%
4. Transfer center services are informative and helpful.	90.7%	87.7%	85.0%	83.0%	83.5%	84.7%	100.0%	86.3%
5. EOPS (Educational Opportunities Programs and Services) staff are helpful.	90.7%	89.3%	91.9%	91.7%	92.3%	86.4%	100.0%	90.7%
Average	**94.2%**	**89.4%**	**89.1%**	**89.5%**	**85.4%**	**91.9%**	**99.2%**	**89.5%**
Academic Development								
1. The General Education classes (i.e., English, math, etc.) developed my academic skills in written and oral communication.	86.2%	87.8%	88.4%	92.9%	93.8%	88.1%	89.7%	88.9%
2. The General Education classes developed my critical thinking skills.	88.1%	86.3%	85.5%	92.9%	92.2%	86.4%	86.1%	87.3%
3. The General Education classes developed my academic abilities in math and quantitative skills.	89.3%	84.1%	88.2%	89.9%	93.0%	86.6%	97.2%	87.1%
4. The college education developed my occupational competence.	89.4%	85.5%	83.6%	85.5%	90.4%	87.4%	89.8%	85.6%
Average	**88.3%**	**85.9%**	**86.4%**	**90.3%**	**92.4%**	**87.1%**	**90.7%**	**87.2%**
Personal Development								
1. I am more aware of and appreciate human diversity after attending this college.	72.7%	79.2%	79.3%	79.0%	84.8%	81.7%	89.7%	79.9%
2. The college education helped me to understand myself better.	63.9%	70.6%	76.0%	75.7%	85.2%	83.7%	91.2%	75.0%
3. I have gained knowledge in different fields.	90.6%	89.3%	92.5%	93.9%	95.5%	94.4%	95.7%	91.8%
4. I have gained computer skills.	48.4%	56.6%	64.4%	69.0%	73.9%	81.0%	90.4%	63.3%
5. I have learned about other parts of the world and other people.	72.2%	78.1%	77.9%	82.7%	86.3%	85.7%	94.4%	79.8%
6. I have gained interpersonal skills by interacting with people on campus.	76.6%	76.8%	80.2%	79.1%	83.4%	86.4%	91.2%	79.4%
Average	**70.7%**	**75.1%**	**78.4%**	**79.9%**	**84.9%**	**85.5%**	**92.1%**	**78.2%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2: "not applicable" is taken out of the calculation.

Part I: Please rate the level of importance and your satisfaction with the following services:

Level of Importance					Level of Satisfaction			
Day Only	Evening Only	Both	Total	SERVICES	Day Only	Evening Only	Both	Total
94.7%	95.0%	95.2%	94.9%	1. Admissions Process	94.8%	93.5%	94.6%	94.5%
95.1%	97.1%	94.6%	95.3%	2. Course Registration Process	91.0%	96.0%	93.7%	92.5%
94.7%	96.0%	94.7%	94.9%	3. Curriculum/Instruction	92.8%	94.7%	91.8%	92.8%
82.6%	83.8%	82.6%	82.8%	4. Campus Bookstore	75.4%	78.8%	74.9%	75.8%
78.9%	69.0%	75.5%	76.6%	5. Health Services	80.9%	70.7%	80.8%	79.6%
68.7%	64.8%	66.8%	67.6%	6. Affirmative Action Office	73.7%	68.3%	74.2%	73.1%
82.6%	80.1%	80.7%	81.7%	7. Assessment/Testing Center	81.7%	76.7%	82.3%	81.2%
85.7%	83.7%	84.5%	85.1%	8. Financial Aid Service	82.9%	80.5%	82.0%	82.4%
88.3%	81.6%	88.5%	87.4%	9. Tutoring Center	85.7%	86.6%	87.7%	86.4%
64.9%	57.7%	64.0%	63.6%	10. Student Government	69.7%	63.6%	70.0%	69.0%
92.3%	87.9%	92.2%	91.7%	11. Computer Labs	92.5%	90.3%	91.7%	92.0%
96.9%	93.4%	95.5%	96.0%	12. Library Facilities and Services	95.2%	95.8%	94.2%	95.0%
83.4%	84.5%	83.4%	83.6%	13. Accounting/Cashier Office	81.1%	84.5%	83.2%	82.2%
74.8%	72.9%	74.0%	74.3%	14. Cafeteria/Snack Bar	68.8%	73.0%	67.3%	69.0%
89.0%	85.6%	87.8%	88.2%	15. Academic Counseling	81.9%	82.3%	81.5%	81.8%
87.6%	84.0%	86.3%	86.7%	16. DSPS	86.7%	83.3%	86.7%	86.3%
85.0%	81.1%	84.3%	84.3%	17. EOPS	85.6%	79.9%	84.1%	84.4%
72.7%	73.0%	71.4%	72.4%	18. New Student Orientation	77.7%	74.9%	77.7%	77.3%
73.8%	72.7%	71.8%	73.1%	19. Student Affairs/Activities Office	78.6%	74.6%	77.2%	77.7%
90.4%	84.1%	89.5%	89.2%	20. Transfer Center	87.1%	81.6%	85.8%	86.0%
93.0%	90.0%	94.2%	92.9%	21. Learning Resource Center	93.4%	90.1%	94.1%	93.2%
69.6%	70.6%	69.9%	69.8%	22. Parking Services	46.2%	57.4%	44.8%	47.6%
83.9%	**81.3%**	**83.1%**	**83.3%**	**Average**	**82.0%**	**80.8%**	**81.9%**	**81.8%**

Note 1: importance includes "very important" and "important"

Note 2: satisfaction includes "very satisfied" and "satisfied".

Part II: Please rate your level of agreement with the following statements:

	Day Only	Evening Only	Both	Total
Admission and Course Registration				
1. I did not have any problems with the application process.	89.2%	91.9%	89.6%	89.7%
2. Admissions staff were helpful throughout the application process.	87.4%	90.7%	86.7%	87.7%
3. Overall, I was satisfied with the application process.	91.2%	93.8%	93.2%	92.1%
4. The information presented in the class schedule is clear and easy to understand.	91.1%	91.9%	91.5%	91.3%
5. The ClassTalk registration process is easy to use.	94.0%	94.9%	92.8%	93.8%
Average	**90.6%**	**92.6%**	**90.8%**	**90.9%**
Orientation				
	71.6%	80.6%	75.2%	73.6%
2. The new student orientation I attended was well organized.	80.6%	84.6%	82.7%	81.6%
3. Student orientation is effective in helping new students adjust to the college.	79.1%	88.9%	81.2%	80.9%
4. It should be mandatory for all new students to attend a new student orientation.	52.6%	56.0%	55.3%	53.8%
Average	**71.0%**	**77.5%**	**73.6%**	**72.5%**
Assessment				
1. The reading and writing assessment test helped me enroll in the appropriate level English class.	80.8%	80.0%	75.9%	79.3%
2. The math assessment test helped me enroll in the appropriate level math class.	72.4%	73.5%	70.5%	72.0%
3. Counselors/assessment staff clearly explained the assessment results to me.	68.9%	64.4%	62.4%	66.6%
4. Assessment tests were offered frequently and at times that met my needs.	73.3%	73.4%	68.3%	71.9%
Average	**73.9%**	**72.8%**	**69.3%**	**72.5%**
Counseling/Advising				
1. The counseling session(s) helped me clarify my educational goal.	71.6%	72.2%	71.2%	71.5%
2. The counseling session(s) helped me select courses I need to attain my educational goal.	79.3%	78.6%	75.8%	78.2%
3. The counselor(s) helped me understand course prerequisites.	78.5%	78.1%	78.1%	78.3%
4. Counseling session(s) are informative and helpful.	80.6%	81.4%	77.8%	79.9%
5. Counselors are interested in helping students.	83.7%	85.3%	82.3%	83.5%
6. Counselors care about me as an individual.	67.7%	68.6%	65.8%	67.3%
7. Counselors are concerned about my academic success.	72.8%	69.3%	68.7%	71.2%
Average	**76.3%**	**76.2%**	**74.3%**	**75.7%**

Note 1: satisfaction includes "strongly agree" and "agree".
Note 2. "not applicable" is taken out of the calculation.

	Day Only	Evening Only	Both	Total
Follow-up of Student Academic Status				
1. The college has done a good job in following up with student academic status.	57.1%	55.6%	59.0%	57.5%
2. I am adequately informed about my academic status.	44.4%	42.0%	43.2%	43.7%
3. College is responsive in helping students improve academic performance.	64.4%	58.3%	63.4%	63.3%
4. Counselors have helped me to understand my academic status.	61.0%	58.7%	59.9%	60.4%
Average	**56.7%**	**53.7%**	**56.4%**	**56.2%**
Course Availability				
1. *General Education* my educational goal within a reasonable period of time.	77.4%	77.7%	77.6%	77.5%
2. A variety of *courses in my major* are offered to complete my educational goal within a reasonable period of time.	74.6%	73.0%	74.0%	74.2%
3. Generally, I am able to get the classes I need to meet my educational goal.	83.5%	82.0%	81.5%	82.7%
Average	**78.5%**	**77.6%**	**77.7%**	**78.1%**
Curriculum and Instruction				
1. I feel at ease talking with my instructor(s) outside of the classroom.	83.8%	89.8%	85.7%	85.2%
2. In general, instructors attempt to be fair and objective in their presentation of course materials.	93.7%	95.1%	93.0%	93.7%
3. In general, instructors clearly define how I will be graded.	93.9%	96.6%	94.2%	94.4%
4. Faculty care about their students' success.	81.8%	88.4%	83.2%	83.2%
5. Faculty have been available for help outside of class.	86.2%	85.1%	82.2%	84.9%
6. I believe my courses will prepare me well for future employment.	83.0%	86.9%	84.8%	84.1%
7. I believe my courses will prepare me well for transfer to a 4 year institution.	93.5%	93.1%	92.9%	93.3%
8. Overall, I am satisfied with the course content in most of my classes.	91.5%	93.3%	89.5%	91.2%
9. The amount of homework in most of my classes was fair.	89.8%	91.3%	89.6%	90.0%
10. Most of the classes I took were interesting.	83.7%	93.2%	85.8%	85.8%
11. I am satisfied with the overall quality of instruction.	91.1%	93.0%	90.0%	91.1%
Average	**88.4%**	**91.4%**	**88.3%**	**88.8%**
Course Scheduling				
1. The college should offer more Information Technology courses.	81.0%	85.2%	82.1%	82.0%
2. The college should offer more flexible course scheduling.	88.1%	88.6%	87.9%	88.1%
3. The college should offer more short-term courses.	84.8%	88.8%	85.3%	85.5%
Average	**84.6%**	**87.5%**	**85.1%**	**85.2%**

Note 1: satisfaction includes "strongly agree" and "agree".

Note 2: "not applicable" is taken out of the calculation.

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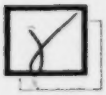

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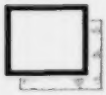

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